

THE BULLETIN

OCTOBER 21, 1991 ~ 45TH YEAR ~ NUMBER 6

Smith Questions Quality of Teaching

Inquiry on education says universities must learn to do more with less

BY DAVID TODD

INSTEAD OF CONTINUING TO RAISE alarms over a crisis in funding, Canada's universities ought to declare a crisis in teaching, says Stuart Smith, chair of the Commission of Inquiry on Canadian University Education.

In an interview shortly after the release of his report earlier this month, Smith acknowledged that post-secondary institutions in Canada are underfunded, particularly in comparison to their American counterparts. But the former chair of the Science Council of Canada insisted that universities are being treated no more unfairly than hospitals, school boards, public works or welfare recipients. "These are difficult times and everybody in society is faced with the need to roll up their sleeves and do more for less."

In the case of universities, this means finding better ways to teach greater numbers of students with the diminished financial resources available. The best way to meet the challenge, Smith contends, is to reward those faculty who are prepared to teach more — and more innovatively. Unfortunately, he said, precisely

the opposite reward system now operates on campuses with tenure and promotion of professors more heavily dependent on research than on excellence in teaching.

"Rather than complaining that they've been unfairly singled out for [financial] hardship, I would like to see universities make an effort to deal with the challenge they're facing," he said.

Many in the university system have taken Smith to task for failing to recognize the urgency of their financial crisis. Although his report prescribes tuition fee hikes and gradual increases

in government funding to match the levels received by state universities in the US, Smith gives Canada's post-secondary system on the whole

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Dead and Buried



STEPHEN FROST/IMS

Gravestones on the front campus marking "dead" courses was a graphic reminder of Underfunding Week staged by the Students' Administrative Council last week. Students also mounted a protest against provincial government funding cutbacks at a rally Oct. 17 at Simcoe Hall and at Queen's Park. About 450 students

from universities and colleges across Ontario gathered on the steps of the legislature to express their concern about the quality of education. Government, faculty and union officials spoke at the gathering.

Candidates Face Off

THE THREE CANDIDATES RUNNING for the mayor's position in Toronto will be on the hot seat during a debate on the St. George campus this week.

Mayoralty hopefuls Susan Fish, Jack Layton and June Rowlands will take part in a Toronto '91 Forum in the Music Room at Hart House from noon to 2 p.m. on Oct. 23. Gordon Cressy, vice-president (development and university relations), will be the moderator.

Each candidate will speak for about five minutes in an opening address and will give a short closing speech. In between, they will respond to questions from the audience. Although the focus will be on U of T issues, members of the audience will be permitted to ask about other subjects.

"It's a chance for the University community to see the next mayor of Toronto in action," Cressy said. Noting that this is a pivotal election for the city, he said the three-way race is an examination of the "politics of vision and the politics of fear. Crime and violence are on the public agenda, people are out of work and there are safety concerns."

The debate is sponsored by student, staff and faculty groups. Voters will go to the polls Tuesday, Nov. 12.

Continue Attack on Cutbacks, Says Prichard

PRESIDENT ROBERT PRICHARD has issued an urgent plea for all constituencies on campus to oppose the provincial government's plan for a reduced transfer payment increase to universities.

At the Oct. 17 Governing Council meeting, Prichard said that the University community must use every strategy at its disposal "to get the word out and keep it out as to how much damage will be done if the government sticks to its plan for this utterly inadequate transfer announcement." Students, faculty and staff, working both independently and together, "will have to push until the day it's announced, to make it as high as we can."

The Ontario government has warned that the increase in operating grants to universities for 1992-93, to be announced in late fall or early in the new year, will be the lowest in

recent history. The universities anticipate that it will be as low as two or three percent.

Prichard noted that every tenth of one percent in the transfer announcement represents \$400,000 to the University. It is essential that

U of T make "as strong a case as we can because ... every decimal point, every fraction makes a difference."

In early October the province announced a \$12.8 million clawback on transfer payments to universities and colleges for 1991-92. As a result

of this mid-year spending adjustment, U of T is faced with a \$1.9 million reduction in its operating grant for the current fiscal year.

On Oct. 16 U of T student protesters erected an "underfunding

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U of T Ranks Fourth in Survey

BY KARINA DAHLIN

MACLEAN'S NEWSMAGAZINE has ranked U of T as number four of 46 Canadian universities. That may upset some people and delight others but President Robert Prichard advises everyone to react sagely — to be neither discouraged nor excited, keep working diligently and remember that next time the results may be very different.

"Efforts of this kind are by their very nature subject to all sorts of shortcomings," Prichard said in an interview Oct. 16. "Any university, no matter how high or how low they scored, would make a terrible mistake by starting to second-guess the rankings instead of staying the course and trying to improve the quality of their performance."

The magazine dedicates 41 pages of its Oct. 21 issue to an examination of Canadian undergraduate arts and

science university education. Articles deal with everything from the campus mood and underfunding to the Stuart Smith report on university education, female participation and profiles of university presidents.

The controversial portion of the special issue is the rankings that are based on 12 factors. They are open to criticism — and will get it, says editor Kevin Doyle in his editorial. He

~ See U OF T RANKS: Page 2 ~

IN BRIEF



Arts and science computer facility opens

THE FACULTY OF ARTS & SCIENCE OPENED THE MOST TECHNICALLY advanced computer facility for undergraduate education in Canada on Oct. 18. The facility will be used by students in the Department of Computer Science at the Sandford Fleming Building. The 60 workstations, supplied by Sun Microsystems of Canada Inc., will allow users to fully implement the University's teaching program language known as Object-Oriented Turing. The language has been adopted in 30 percent of Canadian high schools and universities.

Composer wins \$5,000 prize

PROFESSOR CHAN KA NIN OF THE FACULTY OF MUSIC HAS WON THE 1991 Barlow International Chamber Music Competition. His composition, "Among Friends," for clarinet, cello and piano, was selected from among some 200 entries from around the world. The Barlow Endowment for Music Composition, based at Brigham Young University in Provo, Utah, sponsors an annual competition to support and encourage excellence in this field. Chan will receive a prize of \$5,000 and his work will be performed at the Chamber Music America Showcase in San Francisco next January.

Library award presented to Williamson

PROFESSOR NANCY WILLIAMSON OF THE FACULTY OF LIBRARY & Information Science is the recipient of the 1991 Distinguished Academic Librarian Award. Presented by the Canadian Association of College & University Libraries (CACUL), the award recognizes Williamson's achievements as a teacher and researcher in classification and subject access to information online retrieval systems. Williamson received the award in June during the CACUL annual general meeting held in Montreal.

Scarborough receives computers

SCARBOROUGH COLLEGE'S CHEMISTRY DEPARTMENT HAS RECEIVED seven new computers and a laser printer, thanks to donations from the University and Apple Canada Inc. The computer equipment has enabled the department to establish a chemistry computer network for teaching. Experiments that normally take hours to set up or those involving costly or hazardous materials can be simulated on the computers. The network offers tutorial assistance to approximately 500 students.

Three to participate in symposium

THREE U OF T FACULTY MEMBERS WILL TAKE PART IN AN INTERNATIONAL symposium on constraints to freedom of scholarship and science organized by the Royal Society of Canada Nov. 3-6 in Ottawa. Professor Julia Ching of the Departments of East Asian Studies and Religious Studies will deliver a paper on freedom of scholarship and science and political constraints in China. Professor Eva Kushner, president of Victoria University, will chair a discussion on social, cultural, religious and ethnic constraints on freedom of scholarship and science. University Professor John Polanyi of the Department of Chemistry, recipient of the 1986 Nobel Prize for chemistry, will be an honorary patron.

Program seeks Canadian scholars

THE FULBRIGHT PROGRAM OF THE FOUNDATION FOR EDUCATIONAL Exchange between Canada and the US, established in 1990, is seeking Canadian scholars and graduate students in all areas of research who wish to pursue studies or research in the United States. The program offers scholarships and fellowships to encourage and broaden research efforts in Canadian or American studies as well as the study of the relationship between the two countries. It is named for Senator J. William Fulbright who wanted to build a world in which "the human attribution of compassion and commonsense, of intellect and creative imagination and empathy between nations" is attained. All applicants must be Canadian citizens; faculty members must hold a PhD and college- or university-level teaching experience and students must have gained acceptance into a PhD program in the US. The application deadline is Nov. 30.

Smith Questions Quality of Teaching

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a clean bill of health.

"From one end of this country to another, people have access to a decent university education," he said. "Nobody took me aside and said this or that university is really a degree factory of no value. We don't have any really bad universities and to me that means the system is working for the average citizen."

Among the funding-related recommendations in the report, the proposal to raise tuition fees to cover 25 percent of university operating costs promises to be particularly contentious. Smith, however, noted that such an increase would be contingent upon the introduction of what he called the "revolutionary" new system of student loan repayment outlined in the report: individuals would repay loans as a surtax on their income tax but only after their earnings reach a certain level. "You'd pay back the loan only as you derived the benefits of your education. It's like going to the doctor and having him tell you: 'If I don't cure you, you don't have to pay.' It's entirely equitable."

The report, however, also rejects a proposition advocated by U of T, whereby some universities would be identified as "research-intensive" institutions while others would be identified as "teaching" institutions. Under such a system, different formulae would be devised for funding the two categories. And research in-

stitutions, inevitably, would enjoy a larger share of revenue.

In a market-driven system, Smith said, such a division between research and teaching universities emerges as a matter of course. In Canada, however, it would fall to government to designate institutions as one or the other, restricting them to particular roles. "I don't know that we want government that deeply involved in the affairs of the universities," he said.

In calling for universities to place greater value on teaching, Smith has drawn criticism for setting up an artificial distinction between teaching and research. For his part, he dismissed the notion that the two are inseparable as a bit of dubious mythology, concocted to keep supposed "philistines" in government from cutting support for scholarly work — particularly in the humanities. In fact, he said, universities have effectively set the two apart by treating teaching as a "second-rate activity."

While he acknowledges generally the importance of research at universities, Smith envisions "a reduction in the amount of useless research" churned out by professors trapped in the publish-or-perish dilemma. "I would go so far as to say that 50 percent of the professors on campuses would love a little freedom from that situation in order to work on their teaching." Permitting faculty members to decide whether their performance evaluations will be based on

teaching or research would clearly free them to devote more energy to their field of preference.

From the response to date, it appears likely that the report will remain a subject of discussion and debate on campuses across the country in the months to come. Much of the initial criticism, Smith suggested, has been based on cursory readings of the report. A more measured response will follow once people have given thorough consideration to the recommendations.

Foley's Term Extended

GOVERNING COUNCIL HAS APPROVED a one-year extension of Provost Joan Foley's term. Foley, who was scheduled to step down at the end of the 1991-92 academic year, will continue to serve as provost until June 30, 1993.

According to a statement from the Governing Council office, the decision was taken because Council is already facing the task of selecting two senior administrators. Richard Criddle, vice-president (administration), stepped down unexpectedly earlier this year and Vice-Provost Anthony Melcher will be leaving his post June 30 for personal reasons.

Foley, former principal of Scarborough College, took over the provost's position on Dec. 1, 1985.

U of T Ranks Fourth in Survey

~ Continued from Page 1 ~

notes that the information on which the rankings are based comes from the universities themselves and says it should provide "one of the most comprehensive pictures of Canadian universities ever attempted."

Prichard said he has "great sympathy for those universities that are ranked toward the end because they are as dedicated to their students and their tasks as the members of this university are to ours. It is unhelpful

to suggest there is any particular utility in judging one university based on these 12 variables."

In fact, it ought to be very difficult to compare universities with each other, he added. "The diversity of our institutions should be so that we cannot be readily compared because we are doing different things."

Peter George, president of the Council of Ontario Universities, said it would be helpful if the magazine had not ranked all 46 institutions. "I

hope we don't spend too much time worrying about the ranking and spend more time worrying about the overall message and the importance of higher education to personal development and to the country's social and economic development."

The criteria is being challenged by a number of people, including the president of Carleton University, Robin Farquhar. His university is ranked number 44. One of the reasons is his institution's philosophy that as many people who wish to enter university should be permitted to do so if they meet the basic admission requirements of the province.

Input figures — in this case, grade averages upon entry — are not what matter, Farquhar said in a news release last week. "What is important are output measures like those noted in the Stuart Smith commission report, such as the success of graduates in the workforce and their satisfaction with the quality of their educational experience."

Continue Attack on Cutbacks

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graveyard" in front of University College, with cardboard tombstones symbolizing courses cut from the Faculty of Arts & Science as a result of reductions in government support.

The Students' Administrative Council has also distributed postcards to be sent to Premier Bob Rae, decrying cuts to post-secondary education. And on Oct. 17 students from institutions across the province rallied at Queen's Park.

Although there is pressure to make cuts in the area of employee compensation, Prichard urged Council to respect the various multi-year agreements with employee groups.

It would, he said, be "a major mistake" to contemplate a breach of any of the collective agreements or of the two-year agreements with the staff and faculty associations. "We should honour these agreements even when they involve costs larger than our revenues — unless one or more of those


employee groups consent to changes."

Prichard also advised against entering into a "crisis decision-making mode." Council, he said, should continue to respect the role of the Budget Committee and Planning & Priorities Committee of the Academic Board as well as that of the Business Board and should maintain its multi-year budget-planning approach.

UNIVERSITY ~ OF ~ TORONTO

THE BULLETIN

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A Great Humanist



Barbara Braunoehler, the artist who painted University Professor Northrop Frye, stands beside his portrait following the unveiling Oct. 16, Charter Day, at Victoria University. During the day's activities, Dora de Pédery-Hunt, a well-known Canadian sculptor and medal designer, displayed a commemorative Northrop Frye medal which she had been working on at the time of Frye's death in January.

University, Cason Agree to Settlement

BY DAVID TODD

THE UNIVERSITY HAS REACHED a settlement with Wesley Cason, a library worker whose dismissal prompted charges of racism and discrimination against union activists.

According to a statement released jointly by Cason, the library and the Canadian Union of Public Employees, Local 1230, which represents library workers, "it was considered by the parties that it was in their mutual interest to conclude the employment relationship." Cason has tendered his resignation and will receive severance benefits. He declined to comment further on the settlement.

Cason, who has worked at Robarts Library since 1975, is black and a vocal union supporter. He was dismissed from his job in the circulation

department Sept. 4. The union filed a grievance on his behalf and the case was scheduled for an arbitration hearing today.

Moore, while declining to discuss the details of the case, had emphatically denied that the dismissal was in any way a discriminatory act. "It is entirely based on performance problems," she said prior to the settlement. Cason's disciplinary record, which includes a number of suspensions, provided just cause for dismissal, she added.

Hollis Joe, president of the union local, had labelled the termination an attempt to single out the militant Cason and use him as an example for other workers. "The institution has a problem," he said in a recent interview. "It's one of discrimination against visible minorities and an active hatred for unions."

There is a pressing need, Joe said,

for the University to address the issue of discrimination in the workplace. "When there is a problem, you have to recognize it, develop policies and programs, a system of monitoring and implementation and try to control it."

The cause of the dismissal, Cason told *The Bulletin* on Oct. 15, was a routine error. He incorrectly registered a non-University library user. He also said at the time that he had been subject to harassment in the workplace because of his race for several years.

Following the Sept. 4 dismissal, a group of students, union activists and others established the Committee to Reinstate Wesley Cason in an effort to draw wider attention to his case. The ad hoc group staged a protest rally at U of T Day on Oct. 5 and gathered signatures on a petition in support of Cason.

NOTEBOOK



A GRAVEYARD AT NIGHT IS NOT THE SORT OF PLACE that normally draws a crowd. But a mock graveyard — designed as part of a film set — had more visitors than expected one night in late September. The spooky site, complete with 40 styrofoam tombstones, was set up behind Whitney Hall Sept. 29 for a late night shoot. A Cahadian movie company was filming a new TV series "Beyond Reality" about paranormal experiences. It seems there were a number of interested spectators and, when the grave markers were left unattended overnight, they mysteriously disappeared. Laurie Meretsky, the University's film liaison officer, is at a loss as to their whereabouts. Perhaps the sprites who spirited them away will return them after Halloween.

IT ISN'T TOO OFTEN THAT ROYALTY PAYS A CALL TO the University. But when it does, organizers hope the visit occurs with as few glitches as possible. Prior to the special convocation honouring King Juan Carlos I of Spain with a doctor of laws degree, officials had spent hours planning for every kind of emergency. On Oct. 10, RCMP officers and a chubby bomb-sniffing German shepherd checked out the convocation locale — Hart House — while other officers kept a close eye on the comings and goings outside. During the ceremony print and radio reporters watched from the Gallery Club while TV camera operators and photographers attended in the Great Hall. The king's speech, which dealt with strengthening ties between the countries, among other topics, did include a reference to U of T's Spanish department — a line that did not go unnoticed by the audience. He said he hoped that "it will be possible for this work [teaching Spanish] to continue in the future despite budget difficulties." The king, his wife Sofia and other officials attended a brief reception before leaving U of T. All went well — the 30-odd members of the Spanish press entourage loved the refreshments, specifically the gigantic chocolate chip cookies, and Spanish media coordinators said it was the best organized event on the king's tour which included stops in New York and Washington.



NORTHROP FRYE

DURING THE UNVEILING OF NORTHROP FRYE'S portrait at Victoria University Oct. 16, guests related a number of anecdotes about the modest, bespectacled scholar. On one occasion, it seems, Frye was riding to work on the subway when he attracted the notice of three boys about the age of 10. They stared and stared before one finally got up enough courage to approach him to ask for his autograph. Although one of the world's intellectual giants, Frye didn't usually attract the attention of young fans. Somewhat bemused, he asked them why they would want his autograph. "Oh come on," one of the youngsters said. "Everyone knows you're Harold Ballard."

A PAPER PRESENTED AT THE 1991 LEARNED Societies conference in Kingston this past spring turned up some interesting perspectives on campus life seen from the viewpoint of Canadian university presidents. The study, conducted by two Queen's University professors, was based on the responses of 66 of Canada's 88 university presidents to 40 questions ranging from drug and alcohol abuse to sexual harassment and date rape. The most common area of concern was not student misconduct or racial or sexual tensions but academic issues. The most prevalent concern was a perception that there is too much student preoccupation with future careers. A second concern, felt by 91 percent of the respondents, was a lack of student interest in broader, intellectual issues. The highest-ranked non-academic concern was alcohol abuse. However, fewer than one-quarter of the respondents felt that there had been an increase in alcohol abuse while more than 40 percent felt it had declined.

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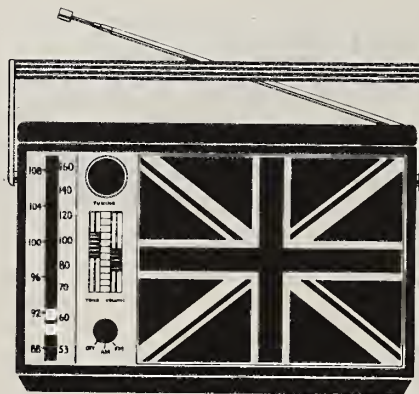
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Clay Imprint Could Revise 'Early Man' Theory

Police investigation techniques assist in assembling puzzle to the past

BY KARINA DAHLIN

An anthropological investigation involving U of T and the OPP has turned up evidence that could change the theory relating to the first appearance of humans in North America. The orthodox "early man" theory says people came to the North American continent 12,000 years ago. New evidence could move that date back to 35,000 years ago.

For a couple of weeks last spring *The Bulletin* was poised to break the news. Our story was written and waiting only for final scientific confirmation. But, as we learned, research cannot be rushed, no matter how convincing a piece of evidence may seem.

The story began: "The Ontario Provincial Police have identified the oldest known human fingerprint in North America. It was discovered during the excavation of a cave near Orogrande, New Mexico, in April and brought back to Toronto by

David Mason, a U of T student of anthropology and archaeology."

Mason, 29, who was studying under Dr. Howard Savage of the Department of Anthropology, participated in the dig from January to May as a student sponsored by the Massachusetts-based Andover Foundation for Archeological Research. Another student on the dig, Aamé Vennes of Minnesota, had first noticed the imprint on an old hearth in the cave. It looked exactly like a thumb print left in the wet clay during construction of the fireplace.

Three radiocarbon datings established that the clay layer was about 35,000 years old but more investigation was needed to confirm that the print was human.

Mason knew that the OPP in Toronto have a laboratory with sophisticated fingerprint detection technology and thought that the police might be willing to help. On May 29 two small pieces of hard-

ened clay with the prints were delivered to the lab on Harbour St.

The initial reaction of Bud Hinds, manager of the OPP's Forensic Identification Services, was carefully optimistic: "I see something that appears to be someone's handling of the clay." But he wanted to inspect the pieces more thoroughly before he was prepared to draw a conclusion.

Weeks went by. *The Bulletin* kept calling to find the results but a rash of murders in the province put the anthropological inquiry on the back burner. When Hinds and his colleagues did have time for the unusual investigation they used such techniques as magnifications, photography and computer-enhanced images. Since they had no similar ancient print with which to compare their specimen, they had to confirm the existence of distinct ridges, furrows, swirls and — the most telling feature — sweat pores. It was a jigsaw puzzle, Hinds said, and turned out to be a major research project.

This fall he concluded in a report that the lines in the clay pieces are consistent with human friction skin lines. However, he said other possibilities must be investigated before it can be determined that the imprints have not been left by ridges of leaves, animals or rocks.

Professor Jamshed Mavalwala of the Department of Anthropology examined the print and concurred with Hinds' observation. He said he was certain "80 to 20" that it was human and suggested it might be of a palm, a toe or a sole.

Then the clay pieces were returned to the Andover foundation for more tests. Professor Don Chrisman of the Yale University medical school, adjunct professor of bioarchaeology at



Bud Hinds, manager of the OPP's forensic identification services, takes a look at one of the pieces of clay.

the University of Massachusetts in Amherst and a member of the foundation's board of directors, said in an interview Oct. 10 he is "leaning heavily in the direction of the print being human." He has been charged with investigating whether it could have been left by one of about 60 other possible sources. "We are leaving no stone unturned," he said with a chuckle.

If the print is human, advocates of the 35,000-year "early man" theory will be able to say with greater certainty that the earliest people on this continent migrated here during an inter glacial period 25,000 to 40,000 years ago via a corridor running from Siberia through Alaska and Canada to the rest of North America. Detractors of the early arrival theory

argue that the ice was too thick to permit migration at that time.

Chrisman said the Orogrande cave is preserved extraordinarily well with layers that are easy to distinguish. Bones of 25 species of extinct horses, camels and smaller animals have been identified and the team has found 45,000- to 50,000-year-old rocks that resemble tools made by humans. The cave "is a perfect place" to conduct an investigation into the possibility that human beings populated the North American continent 35,000 years ago, he said.

Although the scientists appear to have the perfect first-hand evidence of a revised "early man" theory, the rest of us will have to wait until they are willing to say so.

PHOTO COURTESY OF THE OPP

Ombudsperson Finds Staff Unavailable

Report recommends creation of crisis-response teams

BY CAROLYN MEREDITH

EACH DIVISION WITHIN THE University should assign a staff member to keep track of the whereabouts of all its employees during office hours, says ombudsperson Liz Hoffman.

"Students complain to our office

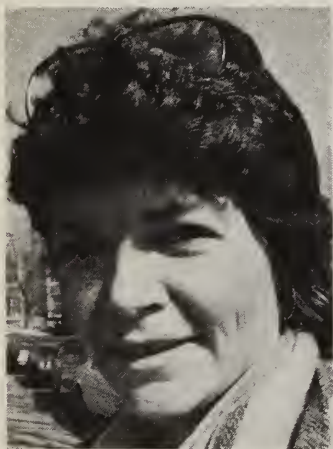
ly bad light, she said.

Hoffman's nine-month report covering the period from Oct. 1, 1990 to June 30, 1991 will be presented to Governing Council Dec. 19. It recommends that the University adopt more widespread use of mediation techniques to resolve disputes.

"I have seen situations that, because the individuals have not investigated the situations clearly enough and in a detailed enough fashion, end up going to much higher levels," she said. Mediation would not replace the grievance or appeals processes currently available on campus but would have a more informal place "at any in-between points" in the process when both parties want to resolve a problem.

The report also says that crisis-response teams should be created to deal with "disruptive and violent behaviour" on campus. Individuals within the University community could be "on call," prepared to advise or intervene if necessary. The teams might include an expert in mental health assessments, campus security and a senior administrator with the authority to make and implement decisions quickly.

Hoffman said that a centralized non-academic discipline code could provide the crisis intervention team and University employees with adequate policies and procedures in dealing with disruptive individuals. The University Affairs Board has struck a committee to consider the issue. It will likely report to the board in November.



Liz Hoffman

each year about the availability of academic staff for consultation about course material," Hoffman said during a recent interview. "Instructors customarily schedule 'office hours,' but some instructors put aside very little time for this. Others fail to be in their offices for appointments or fail to respond to telephone messages."

During business hours the University should be able to reach academic staff members in case of emergency. When staff members are chronically unavailable, it damages the reputation of the University and places the instructor in a particular-

An Honour for Spain



King Juan Carlos I of Spain receives an honorary doctor of laws degree from Chancellor Rose Wolfe during a special convocation held Oct. 10 in the Great Hall at Hart House. President Robert Prichard, left, and Professor Wendy Rolph of the Department of Spanish & Portuguese participated in the ceremony. The king was awarded an honorary degree based on his commitment to democracy and the Spanish people.

JEWEL RANDOLPH

Responses to Smith Commission Vary Widely

BY KARINA DAHLIN

THE REPORT OF THE COMMISSION of Inquiry on Canadian University Education released Oct. 9 says Canada's universities are "fundamentally healthy." Not everyone agrees with this assessment, particularly not university representatives who must deal with the difficulties caused by underfunding. Nevertheless, most agree that the document contains some useful suggestions and some praise it for its insight.

Headed by Stuart Smith, former chair of the Science Council of Canada and president of RockCliff Research & Technology Inc., the commission was established by the Association of Universities & Colleges of Canada (AUCC) in March 1990 to investigate whether university students are receiving the kind of education necessary to prepare them for the 21st century.



Bonnie Horne

Bonnie Horne, president of the U of T Faculty Association (UTFA), said there is "nothing bold" about Smith's report. He does not take a stand, she said. He simply reflects the sentiment of governments that have switched their attention to the importance of teaching without providing the necessary funds for improvements in teaching as well as research.

The overall tone of the report, rather than its 63 recommendations, concerns Horne. "By the time you get to the end of the report you sense that if only professors would get back to the classroom, universities wouldn't have any problems. It seems there is no crisis with regard to post-secondary education. He talks about a gradual increase in funding and tuition fees and sees no great need to replace faculty now. He missed the opportunity to say there is a great problem."

The most astonishing part of the report, she said, is a paragraph that says faculty members are spending "more time than ever on so-called administrative duties." For Smith to suggest that faculty members give up working on faculty associations or university committees "seems to be indicative of how he missed the boat. The whole notion of a university is that faculty members are the university and must be involved in running the whole place."

But the report does include some good ideas, said Horne. For example,

it recommends an increase in funding. At its next meeting Nov. 25 the UTFA council will have a thorough debate about the report and decide what action to take.

Professor Fred Wilson of the Department of Philosophy and president of the Canadian Association of University Teachers said the report's emphasis on teaching is positive. "I think that in many cases we have failed to emphasize teaching; I could mention the tutor issue at our own university."

"On the other hand, Smith also gives the impression we can in fact do more teaching simply by increasing the number of classroom hours. This plays into the hands of the more red-neck politicians who say you can do university teaching on the cheap, that you can get more accessibility simply by asking professors to stop worrying about the little play things they call research and do more teaching. It seems to me the second message undercuts the first."

The report is "naïve" about funding, said Wilson. Smith expects universities to establish teaching development groups, gather and publish more statistics and promote women's studies among other initiatives. "You cannot do this without more money and not sacrifice something. He doesn't tell us what to sacrifice."

Smith recommends that the average number of classroom teaching hours for full-time faculty members at a given university be eight per week and that no professor teach less than perhaps three hours. (The current average at U of T ranges from seven and one-half hours for conventional classroom work to 12 hours if the figure includes practical work that must be supervised by a faculty member.)

The report says there is no reason universities should go to extra lengths in hiring new faculty members because no serious shortage is expected. This is contrary to the position of the Ontario Council of University Faculty Associations (OCUFA), said Professor Bill Graham of the Division of Humanities at Scarborough and president of OCUFA.

"I am flabbergasted. I find that recommendation very upsetting. If Smith wishes to improve teaching, he should have suggested some remedy for the anticipated shortage, Graham said.

Smith seems to recognize the problems of universities but does not have the proper cure, said Graham. "He says we are pretty healthy but we are on the brink of real disaster. If he was a doctor I'd ask for a second opinion."

Jacquelyn Wolf, director of the School of Continuing Studies, called Smith's suggestions "extremely constructive." He demonstrates an "awareness of the needs of [society] for the next 20 years. He recognizes that continuing education is one of the places where universities have organizational flexibility."

Perhaps the most important of the five recommendations concerning continuing education is the one advocating that excellent work be awarded with tenure and promotion, Wolf said.

Peter George, president of the Council of Ontario Universities, said the report may make the council's job easier because it raises public awareness of universities and brings attention to the issue of underfunding. The recommendation most likely to produce results, he believes, is the one that discusses tuition fees and recommends an income-contingent repayment scheme.

Universities are healthy in the area of their pursuit of knowledge and research, George said. But in the area of teaching there is some malaise because of large classes, crowded libraries and deteriorating equipment.

Smith's suggestion that classroom hours be increased could have serious effects, he said. Two extra hours in the classroom could become perhaps 10 to 12 hours because of the time needed for preparation, marking and student consultation. "Some studies say that during the teaching term the faculty workloads average 60 to 70 hours a week. The cost is that those hours are taken away from re-

search — in a country where the national government complains about the poor performance in research and development."

The report does a good job of pointing out that Canadian universities receive less public funding than do American state universities and that Ontario universities receive less than most other Canadian universities, said Claude Lajeunesse, president of AUCC. "At the same time the report says that before you go and ask for more money in these difficult times, you have to show what universities have done to adapt to the tough economic circumstances."

President Welcomes Report

PRESIDENT ROBERT PRICHARD and Provost Joan Foley will ask the Academic Board to establish a special committee to discuss Stuart Smith's report and identify the recommendations that will advance the University's commitment to excellence in teaching and research.

The advice of the committee and the response of the board will help to shape the University's presentation to a task force struck by the Association of Colleges & Universities of Canada (AUCC) to consider the Smith report. Prichard is one of two Ontario representatives on the task force that will be chaired by Brian Segal, president of the University of Guelph.

At the Oct. 17 Governing Council meeting, Prichard said that he welcomed the report as a "reasoned and serious contribution" to the debate

about universities in general and undergraduate education in particular. The report, he said, contains imaginative and sensible observations on such issues as funding, the student share of education and the monitoring of the universities' activities. "A substantial effort has been made and we should take the results of this inquiry seriously."

Nonetheless, Prichard said, there are areas of the report in which he differs with Smith. In particular he questioned the recommendation for a process whereby faculty members could decide whether to work principally as researchers or as teachers. "I don't think that is the direction in which the University of Toronto would wish to go," he said. U of T's mission "is to have faculty members who combine in one person very real

strengths as scholars and researchers and as teachers."

Smith headed the Commission of Inquiry on Canadian University Education which released its findings Oct. 9. The report makes several recommendations to strengthen teaching and it comments on the idea of research-intensive institutions as proposed by Prichard when he appeared before the commission last year. Smith discovered that universities are deeply divided on the issue. Apart from those that could expect to be designated as research-intensive universities, most dismissed the idea, he said.

He thought it would be sensible to have more teaching at institutions with a large undergraduate component and to expect more publications from universities with high numbers of graduate students.

At the Council meeting, Prichard reiterated his view that Canada would be better served by such a diversification of institutions rather than by "a system which treats all universities and colleges as alike." Each institution would be able to define clearly its own mission and attract the faculty best suited to that mission.

The recommendations in the Smith report move in the "right direction" as far as increasing government funding and tuition fees, Prichard said in an interview. However, he finds that Smith isolates his analysis of the funding question from the rest of the report. "When he alleges there has been a reduction on average in the number of classroom hours for faculty members, he doesn't simultaneously report that many faculty members are teaching far more students today than they were a decade before."

A number of actions recommended by Smith have already been taken at U of T, said Prichard. They include the appointment of an adviser on undergraduate education, a manual and training for teaching assistants, significant advances in interdisciplinary and women's studies and a proposal to require high quality in teaching and research of those who seek tenured appointments.

Students Concerned

STUDENTS ARE CONCERNED that a proposed tuition fee increase will be implemented before student assistance programs are reformed, says Peter Guo, president of the Students' Administrative Council.

Assistance programs take a long time to reform, said Guo, but tuition fees are easily raised. "In terms of impact, it's tuition fees first. What they are doing is putting the cart before the horse."

Guo was responding to a recommendation in the report of the Commission of Inquiry on Canadian University Education that says tuition fees should be raised. The report also recommends that the federal government institute an income-contingency student assistance plan whereby student loans would be widely available and paid back as a surtax on federal income tax once the recipient's income rose above a certain level.

Student groups said that a widely available program for loans would not ensure the accessibility of a university education for students considered to be disadvantaged.



Peter Guo

Deanne Fisher of the Association of Part-Time Undergraduate Students said her group supports an income-contingency plan as long as people graduating from programs such as those in the humanities are not penalized. "In principle income-contingency is a good idea but it can be just as detrimental as the current loan system which was not designed to help the disadvantaged. It has to help those people who graduate from courses such as early childhood education that society doesn't recognize in terms of wages."

LETTERS

STUDENT NUMBERS DECREASE ON COUNCIL

While it is true that all full-time and a proportional number of part-time academic staff have been given seats on the Faculty of Music council, what is left unstated is the reduction in student representation (Notebook, Oct. 7).

In the past, if undergraduates took advantage of the council positions available to them, they could have a significant voice in the faculty's academic affairs. The changes to the constitution, as initially proposed, more than doubled the membership of the council (excluding such *ex officio* members as the president and provost) without a proportional increase in the number of student members. A token increase in undergraduate membership was suggested and approved.

The amendments to the constitution were dealt with at a mid-day meeting at the end of May — a time when most undergraduates had left the campus for summer jobs and were unable to attend. This type of political manipulation does not grow out of the democratic impulse.

BRYAN MARTIN
PRESIDENT, MUSIC GRADUATE
STUDENTS' ASSOCIATION

VOLUNTEERS MADE DAY A SUCCESS

I would like to thank all those who volunteered on U of T Day, Oct. 5, for helping to make the day such a great success. Through your efforts the community was able to see the University as it is — and that is very good.

GORDON CRESSY
VICE-PRESIDENT (DEVELOPMENT
AND UNIVERSITY RELATIONS)

NO GUARANTEE OF INTELLIGENT RESULTS

Dean Paul Pedersen of the Faculty of Music, citing his amended version of the constitution of the faculty council, alleges that the previous administration was a "bastion of authoritarian rule" and implies that his own is open and democratic (Notebook, Oct. 7).

The previous constitution, including the part that dealt with the council, was the result of wide discussion within the faculty and was originally drawn up by an official and public committee of the council.

The article limiting the council's membership was carefully considered. Its aim was to protect the integrity of a music degree. The concern then was that the minority — the full-time academic faculty who have an exclusive investment in the institution — should not be overwhelmed by the majority on the council including many part-time teachers whose interests might be quite variable and whose concerns might be centred solely on the skills of performance.

The article setting out the method by which faculty were appointed to serve on the council

was also carefully considered. Its intention was to ensure a reasonable representation of all faculty divisions, some of which are small and whose aims are not always those of the majority. The willingness of only a few faculty to stand, repeatedly, for election made it necessary that the dean be given power of persuasion and appointment.

The new constitution opens the council to all. Given the absence at council meetings of a few full-time academics for illness or other reasons, the 14 part-time teachers alone constitute a powerful voting block. To give a vote within a deliberative body to every person from numerous constituencies does not guarantee intelligent results. It could reduce the amount of business the council can bring to resolution. The result might well be to decrease rather than increase faculty involvement in decision making.

Unfortunately, decisions made by the council seem not to be binding on the new administration. According to the minutes of the April 9 meeting, a motion mandating a part of the curriculum was passed. In a memo a few weeks later, that decision was set aside by decanal authority.

If the previous administration was authoritarian, it was more so in appearance than reality. The dean alone often made decisions but he was approachable, collegial and an active member of the academic community. Let us hope that the present administration will be as democratic in reality as in appearance.

ANDREW HUGHES
ROBERT FALCK
FACULTY OF MUSIC

WORTH NOTING

An excerpt from the address by the king of Spain on receiving the degree of doctor of laws (honoris causa) from U of T Oct. 10 in the Great Hall of Hart House.

Spain's long history, its university tradition and the age-old links between the crown and the university enable me to fully appreciate the role of the universities in global development.... Now, with all the hope, and also the concern to which great changes give rise, universities can and must be a cradle for ideas and attitudes which will allow for peaceful evolution towards a more just and a freer world.

LETTERS DEADLINES

OCTOBER 25 FOR NOVEMBER 4
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Letters should be submitted on a computer disk in WordPerfect or plain text format, or on paper, typed and double spaced. Please include a telephone number and, if possible, a fax number.

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Neil Bishop,
Manager,
Purchasing Services
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THE QUALITY OF A UNIVERSITY EDUCATION

Excerpts from Stuart Smith's Report of the Commission of Inquiry on Canadian University Education released Oct. 9.

ON FUNDING OF UNIVERSITIES

The Commission finds that Canada's universities today are fundamentally healthy and are serving the country well. By comparison with problems in other areas of education in Canada, such as high school drop outs, and the relative lack of literacy and numeracy skills in our workforce, universities are in pretty good shape. On the whole, students, graduates and employers do not seem dissatisfied. The loudest complaints come from the universities themselves, who believe they are badly treated financially, and from government funding officials who feel the universities fail to provide useful information about how they use the money they now receive.

There is no evidence that financial restraint has caused a serious decline in the quality of university graduates and, according to this view, universities should take credit for having improved their productivity, at least as measured in graduates per dollar received.

ON HOURS SPENT TEACHING

There is an unfortunate history to these figures [on teaching hours] inasmuch as politicians and the public have been known to misinterpret them as an indication that professors do very little work. The average citizen is probably unaware of just how much time is spent by professors in informal contact with students, administrative activities at the university, serving on outside panels and committees, preparing applications for research grants, carrying out research projects, acting as a resource to government, the community and industry, and on other tasks including the vital one of keeping themselves up to date in a rapidly changing specialty.

At the same time, it is not unreasonable to seek some indicator of the actual scheduled hours spent in the classroom delivering the courses listed in the university calendar, particularly to undergraduate students.... From everything received, it appears a reasonable estimate that the average number of scheduled teaching hours in Canada, per full-time professor (including graduate courses, but excluding preparation time and contact hours outside class) is between 6 1/2 and 7 hours per week during the term.

ON CLASS SIZES

When asked about their overall satisfaction with their university, virtually all students [respondents in a survey of 12 randomly selected first or second year arts and science students at Trent and Toronto] at both universities declared themselves to be satisfied. Self-selection occurs; the students had chosen either the University of Toronto or Trent University for particular reasons, and were generally accepting of the results.

ON PART-TIME STUDIES

The Commission was repeatedly told that technique needed to be different in order to teach part-time adults, and that the instructors were often not well prepared for the task. It is not clear whether adults are that difficult to teach or are simply less tolerant of poor teaching, given the alternative demands on their limited time.

ON INTERDISCIPLINARY WORK

The Commission was deeply impressed by efforts made to organize knowledge into coherent packages, divided along the lines of its application rather than its origin.... Research of an interdisciplinary nature is hard to define and hard to do. Teaching is also difficult and the evaluation of the quality of such teaching, happening as it does "outside" the department, is a serious challenge.

ON THE WORKPLACE

Except for co-op programs, where students gain personal experience in the workforce while studying for a degree, neither students nor faculty are clear about what skills are sought by today's employers. For that matter, the employers themselves seem muddled and seem still to be operating at the point where chief executive officers declare a need for good thinkers with a general education but personnel department recruiters from their own companies, responding to the needs of managers for specific places to be filled, emphasize specialized knowledge above everything else.

ON A GLOBAL OUTLOOK

In the United States, there are early signs of a movement toward "globalization" at some of the leading universities in order to foster an international outlook in students and to prepare Americans for a more globally interdependent economic and political system.... It was striking while this has entered the consciousness of Canadian universities ... only a few institutions indicated advanced plans in this direction.

ON CONTINUING EDUCATION

Professors who teach [continuing education] courses often do so as a marginal, paid activity for which they can expect little if any credit when it comes to promotion and tenure.

ON TUITION FEES

There is no evidence that participation is greater where fees are lower (in Canada), nor is there evidence that countries with zero tuition fees draw a higher proportion of disadvantaged students than do countries with moderate fees. Although the abolition of tuition fees might give a symbolic encouragement to less affluent families, the additional government funds which would then be required to run the universities would in large measure be a further subsidy of the affluent by the average taxpayer.

ON GENDER BALANCE

Although the occasional complaint was heard about allegedly extreme views on the part of "feminist" lecturers, the Commission is of the view that women's studies are making a vital contribution to the re-orientation of male-centred curriculum. There is still a great deal that needs to be done to make our universities gender-neutral and allow all students to emerge with a better balanced perspective concerning gender issues.

ON ATTRITION

The simple truth is that institutions and governments do not have a clear idea of what happens to each entering cohort of students. From that fact, the Commission infers that they [institutions and governments] are probably not serious about it.

ON TENURE

In these days of fierce international economic competition, in which whole industries can disappear, guaranteed economic security is becoming rare, even for traditionally secure groups such as civil servants. Universities are seen as institutions where it is difficult to take off the payroll people whose fields or skills might be obsolete. They are therefore perceived as an anachronism in this competitive era and lose an element of credibility when they claim to suffer from financial hardship. What is seen as an inappropriate extension of the concept of tenure is a major concern of all who deal with university funding.

ON FACULTY RENEWAL

The Commission is not convinced that Canadian universities face a sudden or profound general shortage of faculty members

within the foreseeable future although some fields seem to be perennially short. Not only are there many graduate students "in the pipeline" and many sessional lecturers waiting to become faculty members, there are plenty of older professors who could (and should) be persuaded to continue teaching past "normal" retirement age and there are many people with doctorate degrees who entered industry as a second choice, given the near impossibility of finding faculty jobs during the eighties. Some of these people could be attracted to the university in short order. What is less predictable is the effect on Canada of a possible shortage in the United States.

ON ACCOUNTABILITY

While the Commission recommends against performance indicators, it has no objection to the concept of accountability.... Apart from normal financial auditing, what Canadian universities need to demonstrate is that they are genuinely accessible to those with the appropriate abilities, are equitable in their admission practices, and are producing an appropriate number of graduates who are satisfied with the education they have received and whose work is satisfactory to their employers. That is what people expect and that can be measured.

ON ACADEMIC ADMINISTRATORS

Another impression which the Commission has received is that faculty members are spending more time than ever on so-called administrative duties. This includes service on university and outside committees, duties in faculty associations, as well as paperwork of all sorts. This causes the Commission to raise the question as to whether, in the current circumstances, the faculty might wish to sacrifice a small amount of "collegiality" and entrust the administration of the university to perform some of these duties, so that the faculty could concentrate on their teaching and scholarship.

ON UNDERFUNDING

It is clear to the Commission that a preoccupation with underfunding pervades every campus. The effect is extremely negative. Innovations can be stifled on the basis that there is no money for them. Attempts by administrative officers to lead the process of change are difficult to sustain. In fact, the Commission was told repeatedly that many senior faculty see the role of university presidents as one of raising funds from alumni, government and others. Failure to raise what are considered to be sufficient funds can put presidents on the defensive and deprive them of moral authority on the campus.

The Commission understands the importance of funding but is convinced that many of the identified issues would not automatically be resolved by a general increase in university budgets.

ON WORKING STUDENTS

The Commission did not take the time to analyze the reasons for people working while they study.... Whatever the reason, the Commission believes there is a very high proportion of students for whom the classroom represents the only real contact they have with the university.

ON RESEARCH ON UNIVERSITIES

Authors have commented for years on the irony of universities recommending (and doing) research and development for the nation's industries while doing a disappearingly small amount of research into their own industry, namely higher education.

The report is available at the office of the Association of Universities & Colleges of Canada in Ottawa, telephone (613) 563-1236.

BUILDER OF TRADITIONS

Some new ideas for an old college

By CAROLYN MEREDITH

AS THE NEW PRINCIPAL OF St. Michael's College, Professor Joseph Boyle of the Department of Philosophy has enthusiastically plunged into his new job with plans to build on the college's academic tradition. "This college has always been more than a chunk of land on the St. George campus," he says. "We want to make a real contribution [to the University] that's not just geographical or purely administrative."

Boyle, 49, replaced Professor William Dunphy of philosophy as principal July 1 for a renewable five-year term. Dunphy, who held the post since 1981, is currently on sabbatical and will retire in June.

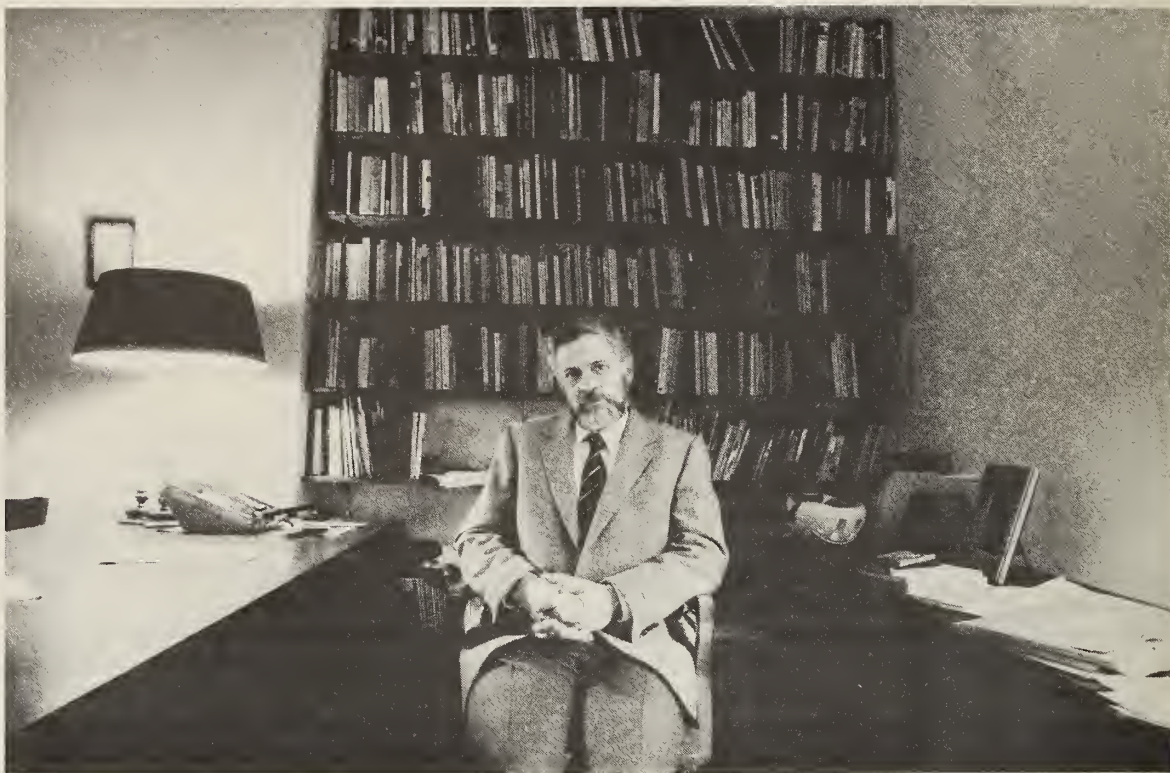
A native of Philadelphia, Boyle received his BA in 1965 from LaSalle College in Philadelphia and his PhD from Georgetown University in Washington, DC, in 1970. He joined St. Michael's in 1986.

He is excited about his work at U of T and enjoys the benefits of working in the University's college system. St. Michael's is an "old and famous" college and its small size creates a "cosy academic environment" but at the same time, he is a member of the biggest philosophy department in North America.

Boyle's administrative position is his first departure from teaching but he said he welcomes the opportunity to make a different kind of contribution to university life. Improving course scheduling at the college, coordinating student services and establishing a new first-year liberal arts course are among the new initiatives he is considering.

This fall he has put together a task force to examine the scheduling of the college's first-year courses. He would like to institute scheduling that would allow students to take a wide range of college subjects that could be organized around some of the more popular departmental courses offered elsewhere on campus. An improved course timetable would allow students to spend more time at the college and would help them adjust to university life, he said.

"We are trying to consider how we could organize and better coordinate our first-year offerings, not into a program but



into a package that would address some of the student needs."

The services offered by the college's math aid and writing centres could be coordinated with college courses, Boyle said, but the focus should be on providing a high-quality academic experience for students. "The colleges should bear part of the burden for student services, but at St. Michael's we think our role is more than that."

Boyle hopes to institute a liberal arts course at the college for first-year students. The idea is not a new one but he feels there is a need at the college to provide students with a solid liberal arts foundation.

The course might cover such basic elements as grammar, logic and rhetoric — appreciating language and using it well, he said. "It's the basic stuff that every educated person should know about." He has set up a task force to address the issue.

Boyle's initiatives are still very much in the planning stage. "It may be that there is not much more that can be done but at least the questions can be asked in a way that will help the students have some sort of organized first-year experience."

Boyle's commitment to the college makes his adjustment to administrative life worthwhile. "The place is worth putting some sweat on the line for."

PROFILE

ENTER TALKING, STAGE LEFT

Performing in front of thousands takes courage and more than a little panache

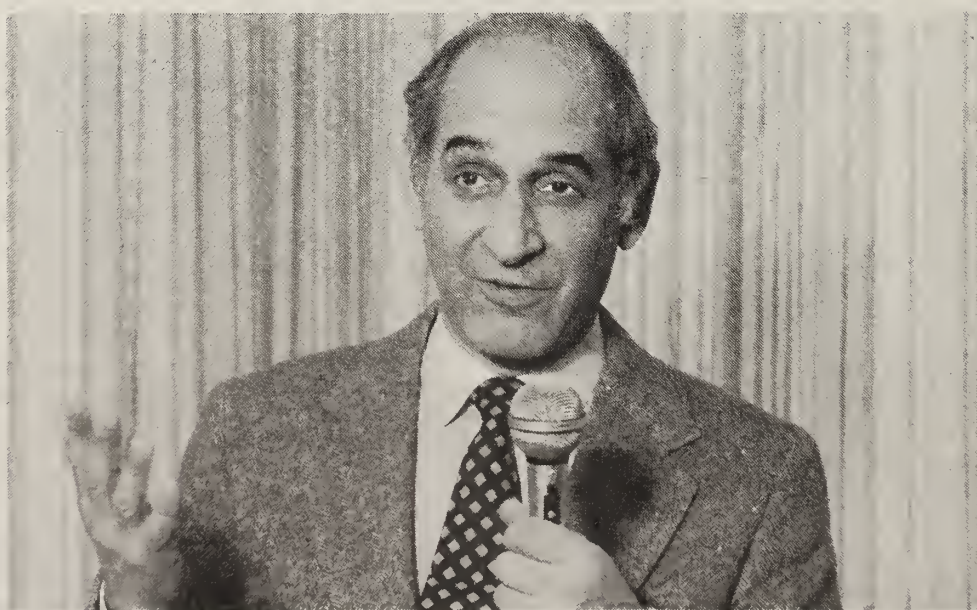
By DAVID TODD

SOMETIMES FATE CAN TAKE CURIOUS turns. Consider Martin Wall's situation: had it not been for his allergy problems, he might never have found himself on stage at Convocation Hall, teaching Introductory Psychology to more than a thousand undergraduates.

When Wall, now in his second year as chair of the Department of Psychology, first landed a faculty position at U of T in 1964, he was mainly interested in doing research into learning behaviour in animals. Unfortunately, working with his experimental subjects — namely, rats and pigeons — eventually proved hazardous to his health. "My allergies were so serious that I had to withdraw from research," he recalls. Bitterly disappointed, he turned to administrative work, chairing the now-defunct Department of Interdisciplinary Studies from 1973 to 1976 and directing the Transitional Year Program from 1977 to 1986.

But Wall had also come to realize that he had a certain flair for teaching. In years past he has tackled courses on research methodology and statistics, considered among the toughest teaching challenges in his department. This year the 53-year-old Montreal native chose to teach the first-year psychology course whose enormous enrolment makes it, for many, the symbol of all that has gone wrong with post-secondary education.

As departmental chair, Wall has placed improvements in



teaching quality at the top of his list of priorities. Teaching the introductory course himself is one way of communicating his commitment both to faculty and students.

He teaches a daytime session for approximately 1,400 undergraduates and an evening session for another 400 students. Attending class in the vast hall can be an overwhelming experience for a first-year student — and for a lecturer as well. "I was more intimidated than they were when I went to that first class. You look out and you see this multitude of people sitting around you in a semicircle. It's quite awesome."

Apart from a cordless microphone and an overhead projec-

tor, Wall uses no high-tech visual aids. His preferred teaching tools are of the old-fashioned variety: spontaneity, a sense of humour and a quiet self-assurance that inspires confidence. All the same, the dramatic setting does call for a larger-than-life performance. "It requires slight exaggerations of inflection and gesture. I walk around a lot on the stage, I look at the balconies and I try to establish rapport with everybody that I can. In some ways I feel like a talk show host, only without the material a talk show host would have to make them laugh." He smiles wryly. "I don't have the same writers."

Wall discovered an affinity for teaching fairly early in his academic career. As a graduate student at the University of Pennsylvania in the early 1960s, he was given the opportunity

to deliver a guest lecture to a large undergraduate class. Like most in that position, he went overboard, preparing enough material for two or three lectures. Still, the experience opened his eyes to the rewards the field had to offer. "I've always enjoyed being with students, interacting with them," he says. "And I think students get something special from a flesh-and-blood person who's active in the field that they don't get from just reading a textbook."

It took ferocious allergies to get Martin Wall out of the research laboratory. It's hard to imagine what could possibly get him out of the classroom.



REPORT OF THE UNIVERSITY OMBUDSPERSON TO THE GOVERNING COUNCIL FOR THE PERIOD OCTOBER 1, 1990 TO JUNE 30, 1991

INTRODUCTION

This Annual Report covers the period from October 1, 1990 to June 30, 1991. The Report includes a brief summary of the Office caseload for the year, updates several items raised in last year's Annual Report and presents specific cases and issues from this year that warrant attention or comment.

It seems appropriate to point out, especially to people outside the University community, that there are only a very few post-secondary educational institutions in Canada that have an Ombudsperson on campus. By employing such a person, these universities have chosen not to ignore their mistakes and weaknesses but to face them straight on. At the University of Toronto, the Office of the Ombudsperson impartially assesses complaints and grievances and criticizes policies and procedures when warranted. Criticisms are not expressed solely in private but, as required by the Terms of Reference of the Office of the Ombudsperson (Appendix A), also publicly through an Annual Report to the University community. This mandate shows a desire by the University of Toronto to correct shortfalls in policies and procedures, even at the expense of an occasional airing of a somewhat embarrassing item in public.

OFFICE OPERATIONS

Reporting Period

The "Annual" Report this year covers only a nine month period from October 1, 1990 to June 30, 1991 because this year we are in transition from our previous October 1 to September 30 reporting period to our new cycle of July 1 to June 30. The caseload statistics described later relate to this nine month period. The Report produced next year will cover a period of twelve months beginning July 1 and ending June 30.

Staff

Holly Hochstadt, who served as our Secretary for the past two years, recently left our Office to continue her studies. She contributed much to the operation of the Office and we will miss her. Our new secretary is Sherylin Bason and I want to take this opportunity to introduce her to the University community. Laura Kerr, the Assistant to the University Ombudsperson since 1989, continues to assist with the casework as well as other Office responsibilities.

Annual Caseload

From October 1, 1990 to June 30, 1991, the Office handled 605 cases (Tables 1 and 2). Over the same nine months the year before, we handled 565 cases. Our caseload continues to rise each year. In this reporting period the caseload rose by 7%.

UPDATE OF PREVIOUS RECOMMENDATIONS

Grading Practices and "Clinicals"

In May 1990, the Academic Board, acting on recommendations submitted by the Working Group on Grading Practices Policies and Clinical Settings, established a new section in the Grading Practices Policy governing assessment in clinical and field settings. I believe that the provisions in the new Policy are in general working well, and students have benefitted from bringing clinical or field courses fully under the Grading Practices Policy. However, we have been informed that in a number of instances instructors are failing to carry out a mid-way performance evaluation with feedback to the student. Such an evaluation is required under the revised Policy and should be provided.

Lost Examinations

The previous two Annual Reports noted that procedures for verifying that examinations have been handed in and for recording the number of examination booklets were inadequate to deal with allegations of irregularities. During the past year, the University Registrar wrote to faculties, schools and colleges reminding them of the need to develop effective verification procedures. The University Registrar has recently undertaken to contact each division again to ensure adequate progress has been made in this regard.

Conflict of Interest

In Annual Reports over the past decade, this Office has described specific incidents involving conflict of interest and has stressed the need for improved conflict of interest guidelines at a number of levels. Two high-profile incidents this year have raised this issue anew and have rekindled interest in formulating a more comprehensive, yet simply expressed, conflict of interest policy. The President has appointed Professor Martin Friedland to examine this issue and to bring forward a report by the end of the year.

Teaching Responsibilities

Instructors are expected to adhere to the Grading Practices Policy and to exercise due diligence in preparing and delivering their material to students. It is apparent from several cases each year that a small proportion of the academic staff fail to carry out one or both of these responsibilities. I stated this in last year's Report and also noted the lenient treatment accorded to teaching staff when student complaints had been substantiated. The Provost, in responding to the Ombudsperson's Report, stated to the Academic Board on May 3, 1991 that teaching responsibilities were "an important issue which has been of some concern to my Office." She went on to say that "instructors are responsible for following the Grading Practices Policy" and that "it is the responsibility of Principals, Deans, Academic Directors and Chairs to ensure that their staff comply with their responsibilities" in this regard. She concluded that "in no case should a dereliction of teaching

responsibilities be tolerated by the University." The Provost indicated she planned to circulate the Grading Practices Policy to members of the teaching staff early in the fall. The Policy will be distributed in the near future.

Although a few individuals may fail to comply with their teaching responsibilities, the general perception of the Office is that teaching is being given a higher profile at the University than previously and that a number of important efforts are under way to review curricula, to pursue initiatives in teaching development, to improve the support available to faculty and graduate students with respect to their teaching roles, and to give due recognition to teaching when promotion is being considered.

The Provost's Office has established a Teaching Development Advisory Committee with wide representation from the University community to foster initiatives in this area. This Committee is intended to complement other institutional and departmental actions to improve the teaching given to University of Toronto students.

Investigating Complaints

We have been concerned for some time about the quality and thoroughness of investigations carried out by University staff (both academic and administrative) who are in a position to receive and resolve complaints. Too frequently, we have found investigations to be incomplete, delayed, cursory or biased in favour of the party with the senior academic or administrative standing. We recommended in last year's Report that "the University establish a set of minimum standards governing steps to be carried out and questions to be asked when assessing the validity of a complaint." The Provost agreed with the need to improve staff members' investigative skills; she told the Academic Board that "the Ombudsperson's suggestion for training of those who receive complaints in how they should be dealt with is a good one." She planned to pursue this matter with the Division Heads. We understand that this issue has been put on the agenda of an upcoming meeting of Principals and Deans. There remains a need for action in this area. We continue to deal with cases involving poor investigative practices and questionable decisions.

Mediation

There is considerable interest on campus in using mediation techniques to resolve disputes. Mediation is an alternative to strict disciplinary procedures and to arbitration and, as such, complements the more formal procedures currently available to the University community. Mediation is particularly useful and effective in situations where two or more parties wish to resolve a dispute and to find a solution which is satisfactory to all sides, but the parties require the aid of a trained, impartial individual to facilitate the process. I recommended in last year's Annual Report that the University consider

implementing third-party mediation more broadly.

Over the past few months, this Office has been involved in discussions of mediation and in pressing for its wider use. We, along with other academic and administrative staff, wrote to the President this past summer to point out the benefits that would result from adopting and implementing mediation techniques, and we requested that this topic be placed on the 1991-1992 University agenda for action.

The introduction of new technologies, staff reductions, ever more limited resources and new partnerships with the private sector can be expected to add to stresses within the University. This in turn will increase the likelihood of conflict and expand the potential for litigation. We believe that mediation represents an approach to community building and that it would be a positive addition to the University environment.

Post-doctoral Fellows

Post-doctoral Fellows at the University of Toronto lack official University status. As a result, they miss out on many of the benefits available as a matter of course to other groups within the University. In addition, their rights and responsibilities within the University community remain undefined. Last year's Annual Report pointed this out, acknowledged the complexity of the situation and urged the Committee looking into this matter to reexamine the issue with renewed vigour. The Provost, in her response to the Academic Board, indicated that the matter was under review. However, at the present time, the issue remains unresolved and the status (or lack thereof) of Post-doctoral Fellows at the University continues to be unsatisfactory.

Non-Academic Discipline Code

In last year's Annual Report, I recommended that the University review its decentralized approach to student non-academic discipline and reconsider creating a centralized non-academic discipline code. In my experience, the decentralized approach was not working well. However, it is important that well-thought-out and effective policies and procedures be available to guide staff and students confronted with violent acts or disruptive behaviour. The University Affairs Board has initiated a review of current policies and procedures governing the non-academic discipline of students, and it has struck a special committee to examine this matter. This committee is scheduled to report to the University Affairs Board by December 1991.

Disruptive and Violent Behaviour

In last year's Annual Report, I encouraged the University to examine its current internal structures, security measures, disciplinary procedures and information resources to determine whether they provided adequate means to respond to and counter disruptive behaviour. Over the past

year, the Code of Behaviour on Academic Matters has been amended to make it an offence "to cause by action, threat or otherwise in a classroom, laboratory or examination room a disturbance, which the member knows or ought reasonably to know, obstructs the teaching of a course or the holding of a test or examination." The Office of Student Affairs has produced a brochure, entitled "Dealing with Disruptive Behaviour: A Guide for the Teaching Staff." The information provided will assist members of the teaching staff who may have to deal with disruptive behaviour in the classroom or in their supervision of research. A similar brochure is being prepared by the Personal Safety Awareness Officer to guide administrative staff in dealing with disruptive behaviour.

In my view, additional measures are required to ensure that the University can respond adequately and effectively when a serious crisis occurs without warning or when the potential for a crisis has been identified. Two years ago, a group of people from the University of Toronto, including myself, attended a conference which discussed a wide variety of responses to disruptive behaviour. One approach, which impressed us, was the use of crisis-response teams, and we have met over the past year to discuss issues related to the development of a crisis response model at the University of Toronto. This model is already in place on campuses in both Canada and the United States. It brings together a team of people appropriate for each kind of crisis. Members would agree to be on call to assist with difficult situations as they arise. Members of the teams would bring expertise in mental health assessment, security arrangements, mediation and press relations, and the team would always include a senior administrator with the authority to make and implement decisions quickly.

This past summer, the members of the conference delegation concluded that a crisis-response model should be seriously considered by appropriate authorities at the University, and we wrote to the President to inform him of this conclusion. It is the position of this Office that a crisis-response model with an identified team approach would be a considerable asset to the University community.

Access to Student Academic Records

The Policy on Access to Student Academic Records did not explicitly include students sitting on University committees among those permitted to view student academic records. This created some confusion and concern that the role of student representatives might be unduly restricted. We recommended that this matter be reviewed. A revision to the Policy on Access to Student Academic Records was approved by the Academic Board in June 1991.

SPECIFIC CASES AND ISSUES ARISING FROM THE CURRENT CASELOAD

Strikes

The three strikes last spring involving teaching assistants, library technicians and service workers resulted in a large number of enquiries. Students, faculty and administrative staff were concerned about many issues arising from curtailed services and altered schedules, and they came seeking advice. The people who came to us were not actually engaged in the strikes; rather they considered themselves to be innocent bystanders. Students in general were uncertain how the strikes would affect their courses and academic programmes. Some

had heard rumours that the academic year was to be extended, while others were worried that spring convocation would be delayed and that they would not graduate as scheduled. Restricted library hours significantly reduced library-based study prior to exams, and several students complained of this and of insufficient efforts by the University to locate, prepare and advertise opportunities to make up this shortfall. Administrative staff were concerned about being requested to work overtime to help with strike-curtailed services and were, in addition, worried about whether they would receive their pay cheques if the University were to be closed down. A number of students, administrative staff and faculty felt that they were being coerced to clean areas of the University, and they complained of this and also of the restricted library access. In addition, members of all three groups raised issues pertaining to crossing picket lines, violence on the picket lines and personal safety. We even received enquiries from several parents (of students on campus) who were fearful for their children's safety at the University during the strike.

Religious Holidays

The University does not wish to disadvantage students because of their religious beliefs. Major Christian and Jewish Holy Days are explicitly provided for, the former through public holidays (i.e. Christmas, Good Friday) and the latter through a Governing Council Resolution making certain special provisions. Each year, the Provost distributes a memorandum to Principals, Deans, Directors and Chairs describing the special provisions and giving the dates of Jewish Holy Days. The Provost's memorandum does state in a general way that individuals of other faiths are not to be disadvantaged because of their Holy Days. However, no Holy Days are specified, and individuals must go to their instructors to ask for special arrangements, exemptions, etc., or they must submit petitions to their division. Students have on occasion received less than satisfactory responses from their instructors. In my view, the University's practices in this regard are out of date and fail to acknowledge the current cultural and religious diversity of the student body. I have discussed my misgivings with the Assistant Vice-President, Student Affairs, and he has been actively exploring possible arrangements.

Code of Behaviour on Academic Matters

A revised Code of Behaviour on Academic Matters came into effect on March 28, 1991 for offences committed on or after July 1, 1991. During the summer, the Office of the Ombudsperson became involved in a number of cases in which the old Code of Behaviour was still being applied even though alleged offences had occurred after July 1. This led to a number of difficulties, which were sorted out on a case-by-case basis. Members of the University should realize that a new version of the Code exists, that it differs substantially from the old, and that the new Code merits their perusal.

Divisional Calendars have provided some information concerning the (old) Code of Behaviour on Academic Matters, usually a section describing offences and another outlining sanctions. However, the crucial section detailing procedures was usually not included. This Office recommends that this information be included in each divisional calendar. Calendars are widely read by students, faculty and administrative staff, and they are readily available when information is required. It is particularly important for students accused of an academic offence to be aware from the very beginning

what procedures can be expected. The revised Code, like the old Code, mandates that students receive this procedural information (in the form of a copy of the entire Code) only when the Dean or Departmental Chair has become involved. The Faculty of Arts and Science has already adopted our Office's recommendation that it include divisional procedures in its calendar, and I would recommend that other divisions do so as well.

Half-credit Fall Term Courses

In many divisions, half-credit courses completed in the fall term do not appear on transcripts until the end of the session, i.e. until after the end of the spring term. A number of students perceive, rightly or wrongly, that this omission puts them at a disadvantage when they apply to other universities for graduate or professional programmes and are required to send their transcripts in the winter or early spring. Apparently, student record systems are now sufficiently advanced to permit, without too much difficulty, the entry of new data onto transcripts throughout the year. I have recommended that the University use this new technology to update transcripts at the end of each term.

Lack of Appeal Procedures

The information booklet of one division contained the statement that "appraisals are never altered or withdrawn." The appraisals referred to were evaluations of student performance in the practical component of courses. I met with the Faculty to suggest the advantages of a more flexible approach and to point out the requirements for an appeal mechanism. The Division has put an appeal procedure in place this academic year.

Date of Birth on Transcripts

The student's date of birth routinely appears on the official transcript. Some students have told this Office that they believe this to be inappropriate. Some view this information as private and irrelevant to prospective employers, while others perceive that their age may negatively affect their chances of entry into graduate or professional programmes. Since the birthdate of the individual is personal information with no relevance to academic grades or standing, it should be removed from the transcript, and this Office recommends that this be done. I appreciate that the birthdate can on occasion be useful to verify the proper assignment of transcripts of two or more students with the same name. I would, however, recommend that the University phase out the use of the birthdate and develop another identifier to permit records to be unambiguously assigned to the proper individual.

Adding and Deleting Courses over the Phone

Students are required to inform their Registrar's Office about courses that they wish to add or delete. Previously this was done by means of various forms, which were authorized by Registrars' staff. Recently, the system was changed, and now a quick telephone call to the Registrar's Office can be used to effect a change. This is very convenient, and it is popular with students. One problem did arise, however, from the failure to document these telephone transactions adequately. A student claimed that he had informed his Registrar's Office by telephone that he had dropped a course, but the Office had no recollection or record of this transaction. Efforts are now under way to enhance the documentation of telephone transactions and to provide an appropriate audit trail. Until this is done Registrars' Offices will deal with disputes of this nature on a case-by-case basis.

Monthly Parking Permits

Several students came to the Office to complain about the way in which monthly student parking permits were being distributed. Investigation revealed that demand for the permits was higher than expected and that procedures had not been altered to take this into account. We met with the Manager of the Parking Office to discuss this. A number of solutions were explored and input from student organizations was solicited. In the end, new, more acceptable procedures were developed to distribute the same number of permits.

Administrative Errors

The Office of the Ombudsperson makes every effort to encourage members of the University community to use the usual procedures to resolve problems or complaints. Indeed, our mandate from the Governing Council requires that we do so. Nonetheless, we follow up on each and every one of our referrals to ensure that the matter has been appropriately handled. This enables us to fulfil another part of our mandate, namely to assess how policies are being applied. On occasion, unfortunately, we find that the people we have referred have received incorrect information or have encountered excessive delays in obtaining responses. When this occurs, the Office of the Ombudsperson will either provide the correct information or actively intervene in the process. The following example illustrates the impact our followup policy can have in resolving an issue. A student contended that an error of 20% had been made in the final grade she had been assigned in one of her courses. We suggested that the student talk to the faculty member who taught the course. When we later spoke with the student to enquire about the outcome, she told us that the matter could not be pursued further because the professor no longer had the term assignments necessary to resolve the issue. We pointed out that the regulations of the division required either that term assignments be handed back to the student (which had not occurred) or that they be retained by the instructor or the department. We suggested that the student give the professor this information and ask for a renewed effort to locate the term assignments. Shortly thereafter, the missing assignments were located. The next time we called the student for an update, she indicated that despite numerous requests at the departmental office, she had received no decision regarding her grade. We contacted the department to investigate this delay. This spurred action and it was finally agreed that a clerical error had indeed been made and the student should have received the higher grade. It appeared that the problem had been resolved. However, two months later, when we called the student for an update, we found that the student's records had still not been amended. Our Office had to intervene once more. In total, it took five months to resolve this problem. Faculty and administrative staff in the Department failed to deal adequately and responsibly with the student's request for a review of her grade. The student indicated that, without our follow up, she would not have persevered.

Status Change Deadlines for Visa Students

From time to time, students fail to meet deadlines to drop or add courses, to apply for grants or loans, to establish their academic programme, to set their citizenship status or to apply for fee exemptions. Occasionally, they come to the Office of the Ombudsperson to complain that they were unaware of the deadline and to determine whether they can obtain special

treatment. In such cases, we first ascertain whether the information describing the deadline has been published in appropriate calendars and is clearly expressed. Usually, this is the case and we inform the individual that he or she is solely responsible for missing the deadline, and that the University is under no obligation to provide special consideration, although it might choose to do so. With one group of visa students this year, however, we found that the information about the final dates to inform the University of any change in citizenship status was not published in all of the appropriate calendars, and this may have contributed to the late submission of status-change notices. We recommended to the University Registrar that this information be included explicitly in divisional calendars in addition to being shown in the Fees Booklet. Unfortunately, little could be done for these particular visa students because the deadline had been imposed by the Provincial Government, and the University had little latitude to ask the Provincial officials to accept late information so that fees could be reduced.

Requirements for Admission to Graduate Programmes

The calendar of the School of Graduate Studies sets out four basic academic requirements for admission into a graduate degree programme. The fourth is "other qualifications as may be specified by a graduate unit." This is very vague and few graduate units publish these additional qualifications. This information should be stated explicitly and be made available to potential applicants.

The Office of the Ombudsperson was approached this past year by three students currently studying at the University of Toronto who had applied to graduate programmes (two at the level of the Ph.D. and one at the Master's level). All three could not understand why their applications had been rejected. It turned out that in each case the graduate unit had considered the individual to be unsuitable for (further) graduate studies.

Investigation revealed that in all cases, however, the rejected applicants had been encouraged by some members of the graduate unit to apply for further study. Academic members within each of these graduate units obviously had differing views about which "additional qualifications" were important in guiding student selection. The expectations of the applicants would have been more realistic, and the advice of the members of the graduate unit would have been better, had each unit taken the time to think through, document and make generally available the criteria by which it proposed to judge applicants.

Leave for Exceptional Health or Severe Personal Difficulties

The School of Graduate Studies has a policy that permits graduate students a leave of absence from their studies for reasons of illness or serious personal difficulty. The policy stipulates that students need not pay fees nor register when on such a leave of absence and that their programme of study will be extended by the length of the leave. A number of graduate students have benefited from this policy. It is our experience that some students in need of such leave may not be in a state of mind to request it. Graduate student supervisors and graduate coordinators should be aware of this policy (it is described in the School of Graduate Studies calendar), and they should be prepared to bring it to the attention of graduate students who need to request a leave.

Graduate students who lack sufficient financial resources may wish to interrupt their

studies while they obtain sufficient financial resources to continue. The University does not consider that this constitutes "severe personal difficulty", however, and therefore it will not grant such individuals a leave of absence under the Exceptional Leave Policy. No procedures at the University currently apply to this situation. This means that if students leave the University for a time to earn money and then return, they are required to pay the fees for the time they were away and their programme of study is not extended by the length of time that they were absent. I recommend that the University create a procedure to accommodate these students or at least eliminate the requirement to pay fees for each term missed under such circumstances.

Availability of Academic Staff

Students complain to our Office each year about the availability of academic staff for consultation about course material. Instructors customarily schedule "office hours", but some instructors put aside very little time for this. Others fail to be in their offices for appointments or fail to respond to telephone messages. This problem needs attention. It damages the reputation of the University and places the instructor, and his or her division, in a particularly bad light.

Academic staff may be less available in the summer because they are on vacation or because they are conducting research away from the University. Problems arise, however, when the academic unit doesn't know why faculty members are away, where they are or when they will be back. Students have complained about this a number of times and we in the Office have encountered this problem too frequently when investigating cases.

Academic units should know the length of time their members will be away from the University. If the faculty members are not on vacation, the unit should know how to reach them. It is particularly important that this information be available to front-line staff who are required to deal with student enquiries. Our Office has been impressed with one practice of the Faculty of Arts and Science in this regard. Departments designate certain members to be available during July and August to consider petitions and transfer credit evaluations, and the Faculty publishes this information in a booklet which is widely available.

Academic Search Committees and Records of their Deliberations

There is no policy governing the length of time the records of an academic search committee must be kept. This came to light when an individual brought a complaint to our Office concerning the outcome of an advertised competition, and we could not follow up on the matter because all records of the selection committee had been destroyed. We recommend that policies should be developed to guide practice in this area.

Commitment to Sound Financial Management

Two incidents over the past year have highlighted the need for sound financial management at the University. President Prichard convened and addressed a meeting of the University's financial managers this past June to underscore his and the University's commitment to "high standards of financial management across the University in every division and collectively in the University as a whole." Recognizing the decentralized nature of financial management at the University, he went on to say to the financial managers in the divisions that "it is the decisions that you make, the quality of your conduct and the quality of your ad-

ministration that will make or break the University in its goal of being exemplary as an institution in its financial management." Financial managers were reminded of their responsibilities to the University as a whole as well as to their local unit. The President stressed that "every one of you and everybody you work with is obliged to comply with the University's policies on financial management and accountability." In a similar vein, he noted that "no one has the authority to waive these policies unless the policy itself explicitly grants such authority."

Financial managers in the academic divisions are unusual among University employees in that they directly scrutinize the financial practices of their immediate supervisors and are expected to call a halt to any irregularities. In the face of a recalcitrant Dean or Chair who ignores the advice of the financial manager or who instructs the financial manager to accept inappropriate practices, this relationship can become very strained. If financial managers fail to correct financial irregularities, they can be held responsible and certainly would be questioned in any audit. However, if financial managers pursue the matter up the chain of command, then they risk antagonizing their supervisor and risk negative performance evaluations, poor merit increases and bad references. Several financial managers have approached the Office of the Ombudsperson with these concerns. They feel particularly vulnerable about being put into a position where they will be expected, as they put it, to "blow the whistle" on their supervisors. They note the absence of specific measures to protect them should they be required to do this. I understand these concerns and recommend that the University's new commitment to sound financial management should be backed up by measures to protect those staff members required to countermand their supervisors to achieve it.

Our Office worked on a case this past year involving just this problem. The responses of senior divisional administrators to allegations of financial impropriety were not encouraging, and the protection given to the financial manager was negligible. This will have to change if divisional financial managers are to carry out their roles. Specific provisions must be developed.

Terms of Reference for the Department of Human Resources

The introduction to the "Objectives and Principles" in the "General" section of the University's *Manual of Staff Policies* states, "the University of Toronto recognizes that, for the achievement of its goals, no aspect of its operation is more important than the development of good staff relations." The Office of the Ombudsperson has been concerned about the development of good staff relations, and earlier this year we arranged a series of meetings with senior staff of the Department of Human Resources to discuss this issue. We informed them that staff members coming to our Office have told us that they are confused about the role of the Department of Human Resources. There is little to guide employees except for the following general statement in the *Manual of Staff Policies*: "the Personnel Department develops and recommends staff policy under the direction of senior University administration and coordinates the implementation of approved policies, practices, and procedures." Isolated procedural responsibilities are also described in various parts of the *Manual*, but there is no section giving the Terms of Reference of the Department and providing sufficient detail about its role to enable employees to understand what members of the Department

are expected and not expected to do. We recommended that Terms of Reference be developed and circulated widely throughout the University.

At these meetings, we also raised a number of concerns related to specific policies and procedures. We plan to continue our dialogue with the Department of Human Resources.

Managing Organizational Change

University staff who work in units undergoing organizational change or restructuring due to budget cuts, departmental realignment or the introduction of new technology frequently complain to our Office that they did not receive early warning or were not appropriately involved in exploring possible options and implications. The failure to provide early warning and involvement in planning directly contravenes section 4.06.04 of the "Termination of Employment" Policy, which deals with "Release for Reasons of Organizational Change." This section clearly and explicitly states that the employing department must advise staff members in the unit as soon as it has "identified the need for change at the advanced planning stage." Subordinate supervisors and employees must "be involved in the planning to the extent possible" and this is "to ensure that staff members can understand the background to, and the reasons for, the ultimate decisions." The policy goes on to state that "to the extent that employees are able to plan and prepare themselves for what might happen, early advance warning is preferable to a later (although more explicit) announcement." Unfortunately this has not been happening in some instances. When we advise University staff who come to our Office to bring their complaints to the attention of the Department of Human Resources, they hesitate to do so because, as they tell us, they believe their information will not be treated as confidential by the employment counsellors, even if this is requested. This will cause them to be branded as troublemakers by their supervisors, and this will in turn jeopardize their employment at the University (they will be released) or elsewhere (they will receive a poor reference when seeking other employment). Given this, they often do not pursue the matter with the Department of Human Resources, and the extent of this problem is likely underestimated. Units should endeavour to adhere scrupulously to the University Policy and in particular to involve staff early and often when proceeding with organizational change. Employment counsellors should take the initiative to ensure that employment units are complying with accepted practices; waiting to be informed of problems by disgruntled staff is both unfair to the employees and an abdication of responsibility. Employment counsellors should also be very concerned that there is a perception among at least some employees that they cannot be entrusted to respect the confidentiality of delicate or sensitive information, even when requested to do so.

Charging to Upgrade Skills

The Department of Human Resources offers a number of sessions designed to upgrade the skills of University staff in matters related to Human Resources issues and to assist in career development. The Department of Human Resources charges for these sessions and sometimes departments do not have the funds to permit staff to attend. This Office knows of staff members who have been distressed when this occurred. A number of these individuals have pointed out that while the Department of Human Resources charges for its courses, staff members may register without

charge in the School of Continuing Studies for courses often unrelated to employment responsibilities. It appears to me that the policy of levying a fee on University departments or staff to attend Human Resources courses designed to upgrade skills and benefit the University is self-defeating and short-sighted when staff members are prevented from attending because of the cost. It is this Office's opinion that there should be no charge to staff or to departments for these courses.

Casual Employees

Directives in the Manual of Staff Policies relating to casual employees need to be updated and upgraded. Little has been done since 1987 when we last raised this issue in an Annual Report. Employees who are designated as "casual" receive fewer benefits and have less job security than full-time or part-time appointed staff. Some casual employees have been on the payroll for an extended period of time, even years. Yet they can be terminated without warning (as occurred to one individual who had been "casually" employed at the University for two years), and they have no recourse to any grievance procedure. Job descriptions are usually not available to describe the duties and expectations of casual positions. Several employees hired into casual positions have complained that they were misinformed about the nature of the job when they were first interviewed. In a similar vein, others have complained that their current duties have evolved into something quite different from those originally required. To guard against abuses, we recommend that a comprehensive new policy dealing with employees designated as "casual" be developed.

Control of Inventory

The Office of the Ombudsperson became concerned about the inventory controls in one department when we learned that a number of computers purchased for student use could not be located. Investigation revealed that all but one of the computers were being used by staff. The final computer had been taken home by a faculty member.

This department did not have an inventory listing that was current and able to account for its computer equipment. This has been identified as a University-wide problem in the Provincial Auditor's Report on the 1990 inspection audit of the University of Toronto. Apparently the information on the central and departmental inventory listings is incomplete and out of date and fails to provide adequate control over furniture and equipment.

Concluding Remarks

Accomplishing the mandate of the Office of the University Ombudsperson often feels like an overwhelming task. It is made less so by the many members of the University community, at all levels and from all constituencies, who assist us to resolve the problems and complaints which come forward to this Office.

Special thanks are due to my co-workers — Laura Kerr, Sherylin Biason and Holly Hochstadt. Their patience, sensitivity, discretion and tenacity greatly contribute to what is accomplished by our Office each year.

Liz Hoffman
University Ombudsperson

September 27, 1991

TABLE 1	
ANALYSIS OF CASELOAD BY CONSTITUENCY	
1990-91	
Undergraduate Students	333
Graduate Students	87
Academic Staff	34
Administrative Staff	63
Miscellaneous*	88
	605
*Includes organizations, applicants for admission, former employees and students, alumni and others.	

TABLE 2	
ANALYSIS OF CASELOAD BY ACTION TAKEN	
1990-91	
Information	415
Grievances or Complaints	
a) Expedited	76
b) Resolved	62
c) Unjustified	—
d) Other	—
No action required	28
No jurisdiction	2
Incomplete	22
	605

Information Advising and informing members of the University about the means available to them to resolve whatever grievance or difficulty they have.

Expedited Resolution of relatively simple "red-tape" problems, such as arranging an exception to a rule in a particular case, speeding up consideration of a routine matter, securing an explanation of a decision, arranging a meeting with the appropriate official, or unsnarling difficulties which occurred when an item fell between two jurisdictions, etc.

Resolved A grievance was settled more or less to the satisfaction of both the complainant and the respondent official or department, usually through a reversal of the original decision, a compromise or an agreement that, in light of new or clarified information, no grievance existed.

Unjustified After investigation and consideration, no basis was found for a grievance, or the redress sought by a complainant was not justified or reasonable.

Other A grievance or the redress sought was found to be partially justified, no redress was possible or it proved to be unresolved.

No action required A case was drawn to the attention of the Office, but no action of either an informational or investigative nature was ever required.

No jurisdiction The object of the "request for assistance" was outside the jurisdiction of the Governing Council.

Incomplete No conclusion had been reached at the time of the Report.

APPENDIX A

Terms of Reference for the Office of the University Ombudsperson

- The Office of the Ombudsperson shall be independent of all existing administrative structures of the University and have the following functions:
 - To investigate, at the request of any member of the University community or upon the Ombudsperson's own motion, any grievances that may arise against the University or against anyone in the University exercising authority;
 - To serve as a general information centre for members of the University community about all situations and University procedures concerning which grievances may arise — specifically, to advise such members of their rights and responsibilities and of the proper procedures to follow in order to pursue whatever business or complaint they may have;
 - To bring findings and recommendations to the attention of those in authority by the most expeditious means possible, and to the University community at large to the extent that is appropriate;
 - To direct during emergencies such additional and special information services as is deemed appropriate within the competence and resources of the Office.
- It shall be the special concern of the Ombudsperson that:
 - Decisions affecting members of the University community are made with

- reasonable promptness;
 - Procedures used to reach decisions are adequate and that the criteria and rules on which the decisions in question are based are appropriate;
 - Any gaps and inadequacies in existing University procedures that might jeopardize the human rights and civil liberties of members within the University community be brought to the attention of those in authority. It would not be the function of the Ombudsperson to devise the new rules and procedures, but to make recommendations and to press through publicity to the extent necessary for their formulation and/or improvements;
 - All reasonable requests for information pertinent to the functions and purposes of the Office be honoured. The Ombudsperson would be expected to search actively for the answers to all such inquiries and provide them to the inquiring parties.
- The Ombudsperson shall have access to such official files and information as is required to fulfil the function of the Office. Requests by the Ombudsperson for information must receive priority from every member of the University community.
 - Although authorized to function in the widest possible context and with a minimum of constraints, the Ombudsperson shall not:
 - Exercise such authority beyond the legal authority of the University, although

- recommendations may be made concerning the authority of the University or of its constituent parts;
 - Make University policy or replace established legislative or judicial procedures, although any or all of these may be investigated or questioned and such recommendations made as appropriate for their improvement and efficient functioning;
 - Release any information regarding personal and personnel records, unless written permission has been received from the affected persons for releasing the information;
 - Set aside the request of complainants that their anonymity be preserved, even though wide latitude has been granted in making public any findings and recommendations.
- Operations of the Office:
 - Files
 - The Ombudsperson shall maintain suitable records of complaints, findings and recommendations and these shall be accessible only to the Ombudsperson and members of the staff of the Office of the Ombudsperson.
 - Each file and record will be maintained for a period of seven years and one day from the date on which the Ombudsperson deems the case to be completed. At the end of the period of seven years and one day, the file or record may be destroyed; however, no destruction of the file or record will take

- place while any proceedings are pending in the University, the Courts or any outside tribunal and until after all rights of appeal are exhausted or times of appeal have expired.
 - While exceptions may be made by the Ombudsperson with respect to matters of major importance, the Office will normally function in terms of first come, first served.
 - The Ombudsperson shall make an annual report to the University community through the Governing Council, and such other special reports as may be required from time to time by the Governing Council.
- The Ombudsperson shall be appointed by the Governing Council on the recommendation of the President, shall be accountable to the Governing Council and shall have unrestricted access to all University authorities.
 - Candidates for the Office shall be identified by a search committee highly representative of the University community and including students and members of the teaching and administrative staff.

The Office of the University Ombudsperson is located at 16 Hart House Circle, University of Toronto, Toronto, Ontario M5S 1A1. Telephone (416) 978-4874.

New Section 5a) approved by Governing Council May 3, 1990.

PASSION FOR CRIME

A collection of essays examines the scales of justice

By DAVID TODD

SIX YEARS AGO, UNIVERSITY PROFESSOR MARTIN Friedland embarked on a memorable series of lunches. The former dean of the Faculty of Law wanted to talk to professors from the Department of English who might be interested in presenting papers for a seminar on crime in literature. These noontime encounters paid off in a big way: Friedland succeeded in attracting some of the most respected literary scholars at U of T including Northrop Frye, Josef Skvorecky, Ann Saddlemyer and John Robson.

The series was first presented in 1986 and again two years later. As Friedland explains, the idea was to offer law students some insight into crime and concepts of justice through the lens held up by powerful works of literature. And besides, Friedland says, "it allowed me to read some good novels without feeling guilty about not doing my academic work."

The plan at the outset was that the series should provide the basis for a book. Earlier this fall University of Toronto Press published the collected presentations, edited by Friedland, under the title *Rough Justice: Essays on Crime in Literature*.

The range of works considered in the 13 essays provides a fair indication of the degree to which questions about crime have engaged the imagination of authors through the centuries. The collection opens with Frye's solemn meditation on crime and sin in the Bible and includes analyses of such works as Geoffrey Chaucer's *Canterbury Tales*, Charles Dickens' *Our Mutual Friend*, William Faulkner's *Sanctuary* and Theodore Dreiser's *An American Tragedy* as well as a number of Canadian works — most notably, Rudy Wiebe's *The Scorched-Wood People*.

"It is surprising," Friedland says, "how many works of literature deal with crime." With that, he burrows his chopsticks into a mound of rice. It is an overcast Monday afternoon not long after the book's release and Friedland has agreed to be interviewed — over lunch, naturally.

There is much about crime, he continues, that makes it a compelling subject for fiction. "By looking at crime, one is looking not just at criminal conduct but at some of the fundamental values in society. There's also the human drama: you place yourself in the same position as the criminal and try to determine what you would do under those circumstances."

Other *Rough Justice* contributors have their own explanations to account for the prominence of crime in literature. Patricia Eberle, a Canada research fellow with the Centre for Medieval Studies, chose to examine crime in *Canterbury Tales*. She suggests that the reason a culture tells stories is to keep alive the values and norms that hold it together. Crime is powerful material for storytellers because it represents a violation of those norms and therefore "strikes at the very fabric of the culture."

The individual criminal is also a subject of fascination and even sympathy, Eberle says. From time to time, many of us feel constricted by social and cultural norms. "One way of dealing with

that and defusing it," she says, "is to tell a story of a crime in such a way that one can have some sympathy with it. Literature can provide a safety valve for the tensions we feel from being part of a culture."

Professor Barric Hayne of St. Michael's College, whose offering for the series is a dissection of Dreiser's 1925 novel *An American Tragedy*, describes crime as "a glittering and fascinating aberration." It is the irrational act that disturbs the course of normality — an act that even the most law-abiding people may commit time and again in their fantasies. "The fascination with crime is a fascination with our own irrationality," Hayne says.

Writing about crime is one means of addressing larger social issues. In a number of the works, society itself ends up playing the role of villain. Certainly that's the case in Dreiser's novel.

tially political — acts conceived as "challenges to the norms of society or as defences against society."

Political crime, especially, tends to raise difficult questions about the nature of the society in which it emerges. Tackling Rudy Wiebe's complex fictional portrayal of Louis Riel in *The Scorched-Wood People*, for example, forces the reader to re-examine society's concept of crime. The revolutionary Metis leader's beliefs were at odds with those of society at large; he was hanged for actions that, in his mind, were not criminal at all. And as Professor Dennis Duffy of Innis College points out, one can argue that the political ends Riel and the Metis sought are the same kinds of things that Canadians today appear willing to consider — such as the enshrinement of a "distinct society."

"What makes his case still interesting is our own genuine dilemmas about what we believe in and what kind of a country we are," Duffy says. "And a brilliant imaginative treatment like Wiebe's keeps bringing those questions up."

One of the themes that recurs throughout the collection is the sense, conveyed by many of the works, that the system of criminal law is often incapable of answering our desire for justice. If wrongs are punished, it is through some form of poetic or "rough" justice. In Dickens' *Our Mutual Friend*, for example, the most villainous characters do get their comeuppance but as Professor John Robson of Victoria College observes, the criminal justice system does not have a thing to do with it.

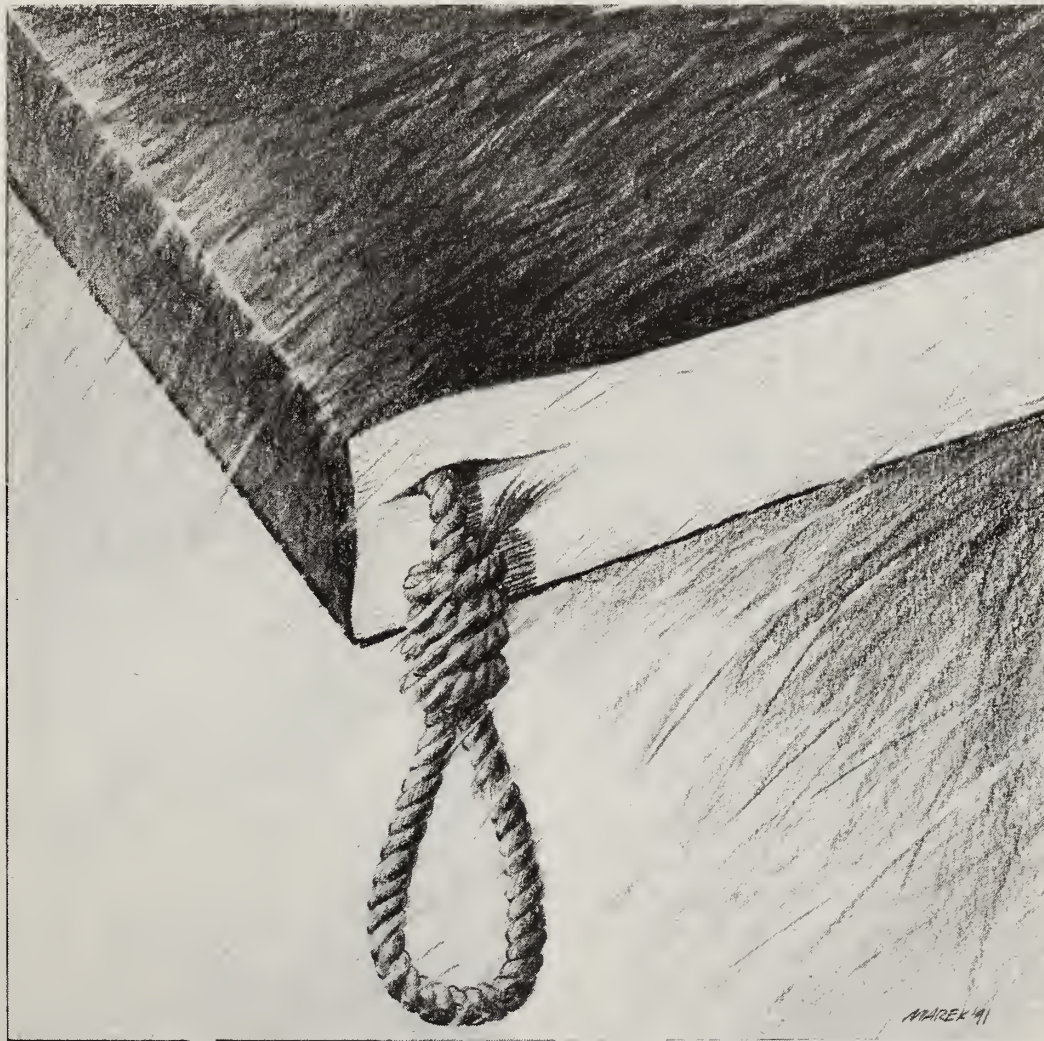
According to Robson, the notion that a story needs an ending that fulfils poetic justice reflects the lack of a distinction, in the minds of many, between crime and sin. "The law operates on crimes not on sins. But we want to see sin punished, and if the law can't do it, we're happy to see what we think of as justice come about without the niceties of a court."

As a lawyer, Friedland looks at the question more pragmatically. "This is a strongly held view and it tells us that the legal system should be constantly changing to accommodate such views so that we don't find that people have to go outside

the law to get what they think is justice."

Friedland's own interest in law and literature has found expression in some of the writing that he has done over the past 10 years. He is now working on the third of a series of true-crime books dealing with sensational murder cases from the late 19th and early 20th centuries. In each, Friedland says, "I've tried to go as far as I can in experimenting with different literary styles within the bounds of an academic book." The current project, however, is temporarily on hold while Friedland heads a one-person presidential committee to study U of T's conflict-of-interest guidelines.

Friedland would also like to organize another crime in literature course — this time, perhaps, examining works in languages other than English. At the very least, he quips, "I'll have another series of interesting lunches."



The story of Clyde Griffiths, a young man executed for the murder of a woman whom he has made pregnant, is essentially a critique of the society that produced him.

Clyde, who aspires to rise above his lowly social status, is seen as a victim of social forces, in particular the class system; his actions are thrust upon him rather than chosen. According to Hayne, the novel deals with a question that has been a source of controversy in American culture for several decades: are individuals responsible for their actions or does the blame fall on society?

The relationship between conventional society and the people at its margins such as artists and criminals preoccupied another of the authors examined in the collection — Oscar Wilde. Professor Ted Chamberlin of New College says that Wilde was inclined to view at least some crimes as creative — and essen-

SEEING, LISTENING, TOUCHING AND TASTING

Thousands attend U of T open house

The University was one big open house Saturday, Oct. 5, for the sixth annual U of T Day celebrations. Thousands of people flocked to the three campuses to look at some of the projects and exhibits that were set up in every nook and corner. The dis-

plays and experiments in the academic divisions were enough to keep curious minds occupied all day. People could observe a particle accelerator in action, compare texts on computers and see how they differ, test their knowledge in a computerized language drill and try many more things. For those who wished to inquire less and observe more there was plenty to see

— everything from a students' art exhibit, floats and parades to a protest and a children's fair that attracted kids in droves. Rivi Frankle, director of the Department of Alumni & Community Relations, said the day was the most successful of its kind to date. Next year's U of T Day is scheduled for Oct. 17.



Colourful costumes and creative imaginations dominated the parades at U of T Day. The weather forecast called for rain but the sun kept shining until the outdoor festivities were over. Various receptions and get-togethers were held in the evening, concluding the most successful U of T Day to date.



The Department of Forestry borrowed two beavers for the day and made friends for life with some of the children who dropped in at the Earth Sciences Centre. Here three-month-old Theodore curls up in the lap of a friendly visitor. More than 100 volunteers from the Faculty of Education helped out with the children's fair that showed education is much more than theory.



BOOKS

The following are books by U of T staff. Where there is multiple authorship or editorship, staff are indicated by an asterisk.

October

The Least Detrimental Alternative: A Systematic Guide to Case Planning and Decision Making for Children in Care, by Paul D. Steinhauer (University of Toronto Press; 426 pages; \$70 cloth, \$24.95 paper). This book brings together the fragmented research on foster placement that has been done in a number of different disciplines. From this body of work a model of intervention based on an understanding of attachment theory, development theory and the practice of mental health consultation is developed.

Coleridge: The Critical Heritage, Volume 2: 1834-1900, edited by J.R. de J. Jackson (Routledge; 320 pages; £60). A collection of the reviews written by the Victorians of books by Coleridge that were published after his death.

September

Writing Women's History: International Perspectives, edited by Karen Offen, *Ruth Roach Pierson and Jane Rendall (Indiana University Press; 552 pages; \$37.50 US cloth, \$17.50 US paper). Essays by scholars from 22 countries consider the achievements and trace the future trajectories of women's history from different national and cultural perspectives.

Catching up

French-Canadian & Québécois Novels, by Ben-Z. Shek (Oxford University Press; 159 pages; \$9.95). Based mainly on books that are available in English translations, this survey opens with a discussion of the first century of development and tries to link the evolution of the French-Canadian and Québécois novel to the present crisis in the constitutional arena.

Taxation of International Portfolio Investment, by *Donald J.S. Brean, *Richard M. Bird and Melvyn Krauss (Centre for Trade Policy & Law and Institute for Research on Public Policy; 115 pages; \$20). Portfolio capital moves at the speed of light and poses particular challenges for international tax policy. This monograph

examines the key policy issues of particular relevance to Canada, but the analysis is relevant to policy issues facing many countries as a result of growing financial and economic integration.

Dictionary of Old English: Fascicle B, edited by Antonette diPaolo Healy and Ashley Crandell Amos (Pontifical Institute of Mediaeval Studies; 7 pages, 9 fiche; \$13.50). This dictionary will be a major historical dictionary, an inventory and description of the English language from its earliest appearance in written records, ca. 600. The third fascicle, the letter B, consists of 2,202 headwords in 2,705 pages on microfiche.

Stelae II: The New Kingdom to the Coptic Period, edited by Ronald J. Leprohon (Corpus Antiquitatum Aegyptiacarum, Boston Museum of Fine Arts, fascicle 3, Phillip von Zabern, Mainz; 160 pages, 68 plates; DM 78). The second volume of a full publication of all the ancient Egyptian funerary and commemorative stelae in the Boston Museum of Fine Arts.

Sources of Dramatic Theory, Volume 1: Plato to Congreve, edited by Michael J. Sidnell (Cambridge University Press; 325 pages; \$49.50 US). This volume includes major theoretical writings on drama from the Greeks through the Renaissance to the late 17th century. There are substantial extracts from 28 writers including Plato, Aristotle, Horace, Scaliger, Sidney, Jonson, Racine, Dryden and Congreve. Many of the texts have been freshly translated and all have been newly annotated.

The Mosaics of Aphrodisias in Caria, by Sheila Campbell (The Corpus of Mosaic Pavements in Turkey, Subsidia Mediaevalia 18, Pontifical Institute of Mediaeval Studies; 47 pages; \$29). A detailed history of the city of Aphrodisias is just beginning to emerge. The mosaic pavements of Aphrodisias in Caria are not numerous but cover a wide time span that ranges from the third century BC to the middle of the fifth century AD. They provide a representative sampling of an active and thriving commerce in the production of mosaic pavements, both *opus sectile* and tessellated. Eighteen figures and 119 plates illustrate the work.

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Gairdner Foundation 1991 International Awards

Lectures in the Medical Sciences Building auditorium
University of Toronto (Queen's Park Crescent West)

Thursday 24 October

Chairman: Leonhard S. Wolfe, M.D., Ph.D.

12:00 noon

Welcoming remarks
C.H. Hollenberg, O.C., M.D.
President, Gairdner Foundation
J.H. Dirks, M.D.
Dean, Faculty of Medicine, University of Toronto

12:10 p.m.

Genetical analysis of complex biological systems
Sydney Brenner, M.B., B.Ch., Ph.D., F.R.S.
Medical Research Council Molecular Genetics Unit
Cambridge, England

12:40 p.m.

A nematode cell story
John E. Sulston, Ph.D., F.R.S.
Medical Research Council Laboratory of Molecular Biology
Cambridge, England

1:10 p.m.

Molecular analysis of problems in excitation-contraction coupling
David H. MacLennan, Ph.D., F.R.S.C.
University of Toronto

Friday 25 October

Chairman: Henry G. Friesen, O.C., M.D.

12:00 noon

Clinical applications of angiogenesis research
M. Judah Folkman, M.D.
Harvard Medical School, Boston

12:30 p.m.

Endothelium-derived relaxing factor: the endogenous nitrovasodilator
Robert F. Furchgott, Ph.D.
State University of New York Health Science Center at Brooklyn
New York

1:00 p.m.

The polymerase chain reaction
Kary B. Mullis, Ph.D.
Nucleic Acid Chemistry Company,
La Jolla, California

Information: (416) 493-3101

The Gairdner Foundation was formed in 1957 by the late James A. Gairdner and his family in Toronto. Each year Gairdner Foundation International Awards are given to a small number of scientists in recognition of their contributions to medicine.

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1991 Alexander Lectures

MARY JACOBUS

Anderson Professor of English, Cornell University

First Things: Reproductive Origins

Mon, Oct 28 Population Control: Malthus and de Sade

Tues, Oct 29 Mourning and Melancholia:
Mary Shelley's *The Last Man*

Wed, Oct 30 The Origin of Questions: Little Hans and Little Fritz

Thurs, Oct 31 The Origin of Signs: Melanie Klein and Mary Kelly

4:30 pm, Room 140, University College
15 King's College Circle, University of Toronto

Members of the staff, students and the public are cordially invited

EVENTS



LECTURES

The Malaise of Modernity.

MONDAY, OCTOBER 21

Prof. Charles Taylor, McGill University; 1991 Massey lecture. George Ignatieff Theatre, 15 Devonshire Place. 8 p.m. *Massey and CBC*

Getting a Handle on Text.

TUESDAY, OCTOBER 22

Prof. Frank Tompa, University of Waterloo; Computer Science: Its Theory, Practice, Applications and Implications series. 1105 Sandford Fleming Building. 11 a.m. *Computer Science and ITRC*

Poet Kings: A Biblical Perspective on Heroes.

TUESDAY, OCTOBER 22

Hillel Fradkin, Bradley Foundation; first of two John M. Olin lectures. 3050 Sidney Smith Hall. 3 p.m.

Muslim Politics in South Asia: Who You Are and Who You Marry.

TUESDAY, OCTOBER 22

Prof. Theodore P. Wright, Jr., State University of New York at Albany; 1991 Aziz Ahmad lecture. Upper Library, Massey College. 4 p.m. *South Asian Studies*

Anger, Stress and Human Illnesses.

TUESDAY, OCTOBER 22

Prof. Ernest Johnson, University of Miami. 1105 Sandford Fleming Building. 4:15 p.m. *Sigma Xi, The Scientific Research Society, U of T Chapter*

Truth and Holiness: The Authority of the Word Written and Lived Out.

TUESDAY, OCTOBER 22

Michael Cassidy, Africa Enterprise; first of three 1991 Charles A. Sadleir lectures. Sheraton Hall, Wycliffe College. 7:30 p.m. *Wycliffe College*

Losses to the Arts and Crafts in the Churches.

TUESDAY, OCTOBER 22

Thomas G. Browne, ecclesiastical artist-conservator. Museum for Textiles, 55 Centre St. 7:30 p.m. Tickets \$5, students and seniors \$2. *William Morris Society of Canada*

Mother Matters: A Fresh Look at Prenatal Diagnosis and the New Genetic Technologies.

TUESDAY, OCTOBER 22

Prof. Abby Lippman, McGill University; 1991 Ruth Cooperstock memorial lecture. George Ignatieff Theatre, 15 Devonshire Place. 8 p.m. *Behavioural Science and ARF*

Creative Betrayal: The Art of Modern Yiddish Storytelling.

TUESDAY, OCTOBER 22

Prof. David Roskies, Jewish Theological Seminary; Israel and Sala Disenhouse lecture. 266 University College. 8 p.m. *Jewish Studies*

Just Call Me Mitch.

WEDNESDAY, OCTOBER 23

Prof. Jack Saywell, York University; third in series of five Canadian Perspectives lectures. Council Chamber, South Building, Erindale College. 10 a.m. Tickets \$7. *Senior Alumni and Associates of Erindale*

Early Chinese Chariots: New

Discoveries and Their Implications.

WEDNESDAY, OCTOBER 23

Barbara Stephen, Royal Ontario Museum. Lecture room, McLaughlin Planetarium. 5:15 p.m. *Archaeological Institute of America, Toronto Society*

Mission and Evangelism: The Challenge of Holistic Ministry in a Broken World.

WEDNESDAY, OCTOBER 23

Michael Cassidy, Africa Enterprise; second of three 1991 Charles A. Sadleir lectures. Sheraton Hall, Wycliffe College. 7:30 p.m. *Wycliffe College*

Excavations at a Late Neolithic Farmstead at Wadi Ziqlab.

WEDNESDAY, OCTOBER 23

Prof. Edward B. Banning, Department of Anthropology. 213 Victoria College. 8 p.m. *Society for Mediterranean Studies*

Restructuring and Privatization in East Germany: A Model for the Restructuring of Others?

WEDNESDAY, OCTOBER 23

Prof. Jürgen Müller, Deutsches Institut für Wirtschaftsforschung, Berlin. George Ignatieff Theatre, 15 Devonshire Place. 8 p.m. *International Studies*

The Incunabula Short Title Catalogue

THURSDAY, OCTOBER 24

Martin Davies, North American editor of the Incunabula Short Title Catalogue. 4049 Robarts Library. 10 a.m. *Thomas Fisher Rare Book Library*

Gairdner Foundation.

Lectures by winners of the 1991 Gairdner Foundation International Awards for contributions in the field of medical science. All lectures in the auditorium, Medical Sciences Building.

THURSDAY, OCTOBER 24

Genetical Analysis of Complex Biological Systems.

Dr. Sydney Brenner, Medical Research Council Molecular Genetics Unit, Cambridge, England. 12:10 p.m.

A Nematode Cell Story.

Dr. John E. Sulston, Medical Research Council Laboratory of Molecular Biology, Cambridge, England. 12:40 p.m.

Molecular Analysis of Problems in Excitation-Contraction Coupling.

Dr. David H. MacLennan, Banting & Best Department of Medical Research. 1:10 p.m.

FRIDAY, OCTOBER 25

Clinical Applications of Angiogenesis Research.

Prof. M. Judah Folkman, Harvard Medical School. 12 noon.

Endothelium-Derived Relaxing Factor: The Endogenous Nitrovasodilator.

Prof. Robert F. Furchgott, State University of New York Health Science Center at Brooklyn. 12:30 p.m.

The Polymerase Chain Reaction.

Kary B. Mullis, Nucleic Acid Chemistry Company, La Jolla. 1 p.m.

The Roots of Islamic Fundamentalism.

THURSDAY, OCTOBER 24

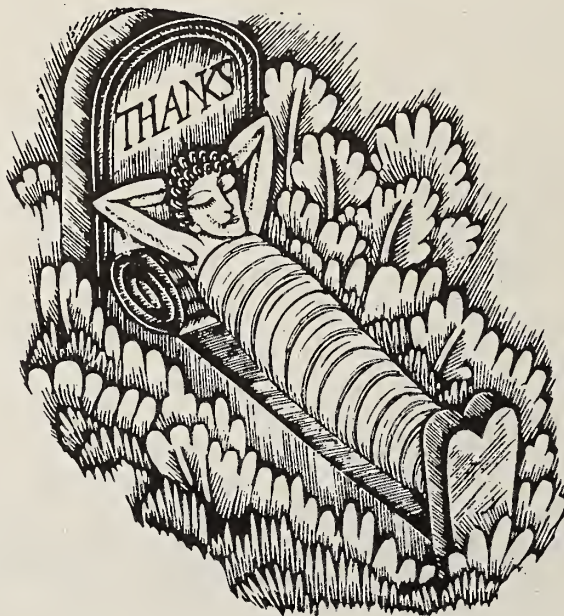
Hillel Fradkin, Bradley Foundation; first of two John M. Olin lectures. 3037 Sidney Smith Hall. 4 p.m. *Political Science*

Unmasking the Past to Face the Future: American Indian Women.

THURSDAY, OCTOBER 24

Beatrice Medicine, anthropologist, South Dakota. 1017 New College. 7 p.m. *Women's Studies*

Unity and Love: The Twin



An exhibit of the art of Eric Gill is at the Thomas Fisher Rare Book Library. See Exhibitions.

Conditions for Christian Credibility in a Sceptical Age.

THURSDAY, OCTOBER 24

Michael Cassidy, Africa Enterprise; final 1991 Charles A. Sadleir lecture. St. Paul's Anglican Church, Bloor St. E. at Jarvis St. 7:30 p.m. *Wycliffe College*

The 17th-Century Exploration and Mapping of Canada as a Scientific Process.

SUNDAY, OCTOBER 27

Prof. Conrad E. Heidenreich, York University. Auditorium, Medical Sciences Building. 3 p.m. *Royal Canadian Institute*

What Did William Morris Mean by "Socialism"?

TUESDAY, OCTOBER 29

Prof. Trevor Lloyd, Department of History. Museum for Textiles, 55 Centre St. Tickets \$5, students and seniors \$2. *William Morris Society of Canada*

The Credit Valley Conservation Authority.

WEDNESDAY, OCTOBER 30

Charles Wortz, Credit Valley Conservation Authority; fourth in series of five Canadian Perspectives lectures. Council Chamber, South Building, Erindale College. 10 a.m. *Senior Alumni and Associates of Erindale*

Reconstructing Erasmus' World of Thought: The Letters He Did Not Publish.

THURSDAY, OCTOBER 31

Prof. James D. Tracy, University of Minnesota; 27th annual Erasmus lecture. Alumni Hall, Victoria College. 4:30 p.m. *CRRS*

"Women as Carrier of Native Culture": Constraint or Strength?

THURSDAY, OCTOBER 31

Beatrice Medicine, anthropologist, South Dakota. 1017 New College. 7 p.m. *Women's Studies*

The Health of Canada's Forests.

SUNDAY, NOVEMBER 3

Prof. Tom Hutchinson, Trent University. 3154 Medical Sciences Building. 3 p.m. *Royal Canadian Institute*

Women's Struggle in Pakistan: A Personal Perspective.

MONDAY, NOVEMBER 4

Uzma Shakir, Fletcher School of Law & Diplomacy, Boston; Popular Feminism lecture and discussion series. Boardroom, 12th floor, Ontario Institute for Studies in

Education, 252 Bloor St. W. 8 p.m. *Women's Studies in Education, OISE*

COLLOQUIA

The Gene Machine, the Synthesis of RNA and a Drug for the Herpesviruses.

WEDNESDAY, OCTOBER 23

Prof. Kelvin K. Ogilvie, Acadia University. 162 Lash Miller Chemical Laboratories. 3 p.m. *Chemistry*

Mechanical Philosophy and the Propagation of Light.

WEDNESDAY, OCTOBER 23

Prof. John Nicholas, University of Western Ontario. 304 Victoria College. 4:10 p.m. *IHPST*

Simulating Matter at One Trillion Degrees.

THURSDAY, OCTOBER 24

Prof. Carleton DeTar, University of Utah. 102 McLennan Physical Laboratories. 4:10 p.m. *Physics*

Fragile Asymmetry.

FRIDAY, OCTOBER 25

Prof. Ed Vedejs, University of Wisconsin at Madison. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*

Mechanism and Specificity of Cysteine Proteases.

TUESDAY, OCTOBER 29

Andrew Storer, Biotechnology Research Institute, Montreal. 428 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*

Cognitive Socialization and Cognitive Development.

WEDNESDAY, OCTOBER 30

Prof. Dan Keating, Ontario Institute for Studies in Education. Room 069, 45 Walmer Rd. 4 p.m. *Institute of Child Study*

Results from CDF.

THURSDAY, OCTOBER 31

Prof. Steve Errede, University of Illinois. 102 McLennan Physical Laboratories. 4:10 p.m. *Physics*

SEMINARS

Discover Choices: A Health Promotion Program for Seniors.

TUESDAY, OCTOBER 22

Signy Hanson, Health & Welfare Canada; health promotion and aging series. 305

Tip Top Building, 455 Spadina Ave. 3 to 5 p.m. *Studies of Aging and Health Promotion*

Resonant Tunnelling of Light and Electrons in Quantum Well Lasers and Collective Electron Excitations in Two-Dimensional Systems.

TUESDAY, OCTOBER 22

Prof. Leo Iogansen, visiting Department of Electrical Engineering. 134 McLennan Physical Laboratories. 4 to 5:30 p.m. *OLLRC*

Gairdner Foundation.

Seminars by winners of the 1991 Gairdner Foundation International Awards presented for contributions in the field of medical science.

WEDNESDAY, OCTOBER 23

Interaction of Nitric Oxide, Superoxide and Hydrogen Peroxide in Regulating Vascular Tone.

Prof. Robert F. Furchgott, State University of New York Health Science Center at Brooklyn. Old lecture theatre, College wing, Toronto General Hospital. 8 a.m.

The Evolution of Genes and Genomes

Dr. Sydney Brenner, Medical Research Council Molecular Genetics Unit, Cambridge, England. Auditorium, 18th floor, Mt. Sinai Hospital. 12 noon.

Mapping and Sequencing the Genome of *Caenorhabditis elegans*.

Dr. John E. Sulston, Medical Research Council Laboratory of Molecular Biology, Cambridge, England. Auditorium, 18th floor, Mt. Sinai Hospital. 1 p.m.

THURSDAY, OCTOBER 24

New Developments in the Polymerase Chain Reaction.

Kary B. Mullis, Nucleic Acid Chemistry Company, La Jolla. 3154 Medical Sciences Building. 3 p.m.

FRIDAY, OCTOBER 25

Switch to the Angiogenic Phenotype during Tumorigenesis.

Prof. M. Judah Folkman, Harvard Medical School. Main lecture theatre, Toronto General Hospital. 7:30 a.m.

Calcium Pumps and Channels in the Sarcoplasmic Reticulum.

Dr. David H. MacLennan, Banting & Best Department of Medical Research. Main auditorium, Elm St. wing, Hospital for Sick Children. 9 a.m.

The Interrelationship between the Health Protection Branch and the Patented Medicine Prices Review Board.

WEDNESDAY, OCTOBER 23

Gordon Johnson, Compliance Patented Medicine Prices Review Board. 210 Koffler Institute for Pharmacy Management. 9:30 a.m. *Pharmacy*

Analysis of Multistage Production Systems with Inspection and Reprocessing Options.

WEDNESDAY, OCTOBER 23

Prof. Giri Kumar Tayl, State University of New York at Albany. 211 Rosebrugh Building. 3 p.m. *Industrial Engineering*

Expression and Function of SPARC (a Calcium-Binding Protein) in Early Embryonic Development.

WEDNESDAY, OCTOBER 23

Prof. Maurice Riquette, Department of Zoology. 4227 Medical Sciences Building. 4 p.m. *Pharmacology*

Applications of the Method of

EVENTS

Melnikov to Chaotic Dynamical Systems.

THURSDAY, OCTOBER 24
Prof. R.D. Ross, Department of Mathematics. 412 Rosebrugh Building. 1 p.m. *Biomedical Engineering*

The Impact of World War II on the Soviet Countryside.

THURSDAY, OCTOBER 24
Thomas J. Greene, Department of History. Multicultural History Society of Ontario, 43 Queen's Park Cres. E. 4 to 6 p.m. *Ukrainian Studies*

Learning and Teaching Strategies in the Undergraduate Classroom: Team Teaching, Seminars, Lectures.

THURSDAY, OCTOBER 24
Panelists: Profs. Germaine Warkentin and Alexander Leggatt, Department of English; teaching and learning of English series. Charbonnel Lounge, St. Michael's College. 4 p.m. *English*

Medieval Contacts between the Latin and the Turco-Mongol Worlds.

THURSDAY, OCTOBER 24
Prof. Em. Denis Sinor, Indiana University. Room R3205A, Scarborough College. 7 p.m. *Central & Inner Asian Seminar and Scarborough*

In the Circus' Inner Circles: Pleasure, Research and Contradictions.

THURSDAY, OCTOBER 24
Prof. Paul Bouissac, Department of French. 205 Northrop Frye Hall, Victoria College. 8 p.m. *Toronto Semiotic Circle*

The Mongols and Eastern Europe.

FRIDAY, OCTOBER 25
Prof. Em. Denis Sinor, Indiana University. Common Room, Pontifical Institute of Medieval Studies. 3 p.m. *Central & Inner Asian Seminar and Scarborough*

Why are Solitons Robust in Optical Fibres?

TUESDAY, OCTOBER 29
Prof. Curtis R. Menyuk, University of Maryland. 134 McLennan Physical Laboratories. 4 to 5:30 p.m. *OLLRC*

Olfactory System and Associative Memory: *in vivo*, *in vitro*, *in computo*

MONDAY, OCTOBER 28
Prof. Jim Bower, California Institute of Technology. 203 Tanz Neuroscience Building. 4 p.m. *Biomedical Engineering and Program in Neuroscience*

Intracellular Transport of Macromolecules by Hepatocytes from Birth to Senescence.

WEDNESDAY, OCTOBER 30
Prof. Albert L. Jones, University of California at San Francisco. 210 Koffler Institute for Pharmacy Management. 9:30 a.m. *Pharmacy*

How the Major League Baseball Players' Association Revolutionized North American Sport.

WEDNESDAY, OCTOBER 30
Prof. Charles Korr, University of Missouri at St. Louis. 330 Clara Benson Building. 4 p.m. to 5:30 p.m. *Physical & Health Education*

Working in the Pharmaceutical Industry: An Academic in Paradise?

WEDNESDAY, OCTOBER 30
Penny Albright, Parke-Davis, Canada.

4227 Medical Sciences Building. 4 p.m. *Pharmacology*

Inter mala et inopinata rei publicae naufragia Hesperium Romanae gentis imperium perit: A Reassessment of the Current Orthodoxy concerning the Decline and Fall of the Roman Empire.

FRIDAY, NOVEMBER 1
Prof. Richard Burgess, University of Ottawa. 152 University College. 3:10 p.m. *Classics*



MEETINGS & CONFERENCES

U of T Men's Forum.

TUESDAY, OCTOBER 22
Brown bag lunch meeting. 205 Northrop Frye Hall. 12 noon. Information: Patrick Donahoe, 585-4495.

Committee on Academic Policy & Programs.

WEDNESDAY, OCTOBER 23
Council Chamber, Simcoe Hall. 4 p.m.

Teach-In on Sexism & Violence against Women.

THURSDAY, OCTOBER 24
Organizing meeting to plan events for March 1992. Graduate Students' Union, 16 Bancroft Ave. 12 noon.

Academic Board.

THURSDAY, OCTOBER 24
Council Chamber, Simcoe Hall. 4:15 p.m.

21st Annual Workshop on Commercial & Consumer Law.

FRIDAY, OCTOBER 25 AND SATURDAY, OCTOBER 26
Topics include: Political and Economic Integration: The European Experience and Lessons for Canada; Can Canadian Commercial Law Be Rehabilitated?; Coping with Consumer Bankruptcies in the 1990s; Preserving the Corporate Debtor through Reorganization Proceedings; What Role Should the Federal Government Play in Consumer Protection? The Draft Ontario Consumer and Business Practices Code — The Right Way to Go? Solarium, Falconer Hall. Program and further details: 978-6020. *Law*

Representing Spatial Structures in Neural Networks.

FRIDAY, OCTOBER 25
Prof. Geoff Hinton, Department of Computer Science; meeting of the Toronto Semiotic Circle. 235 Northrop Frye Hall. 1 p.m.

The Politics of Editing Medieval Texts.

27th annual conference on editorial problems. Sessions in 179 University College.

FRIDAY, NOVEMBER 1

Opening address, Notes on the Margins: Contexts, Claims and the First Communications, Prof. Nancy F. Partner, McGill University. 4:30 p.m.

SATURDAY, NOVEMBER 2

Editing Sexually Offensive Old French Texts, Prof. Ross G. Arthur, York University. 9:30 a.m.
The Politics of Editing Skaldic Verse: A Structural Analysis, Prof. Russell G. Poole,

Massey University, New Zealand. 11 a.m. The Paying of Debts, the Erection of Monuments: The MGH and Alcuin's *Vita sancti Willibrordi*, Prof. David Townsend, Centre for Medieval Studies. 2 p.m. The Edition, Emendation and Reconstruction of Anglo-Saxon Texts, Prof. Michael Lapidge, University of Cambridge. 3:15 p.m. Information: Prof. Roberta Frank, Centre for Medieval Studies, 978-6798.

PLAYS & READINGS

Rain. Some Fish. No Elephants.

TUESDAY, OCTOBER 29 TO SUNDAY, NOVEMBER 3

By Y. York, directed by Liorah Anne Golomb. Graduate Centre for Study of Drama production. Glen Morris Studio, 4 Glen Morris St. Performances at 8 p.m. except Sunday 2 p.m. Tickets \$6. Reservations: Monday to Friday, 11 a.m. to 5 p.m., 978-7986.



MUSIC

FACULTY OF MUSIC EDWARD JOHNSON BUILDING Faculty Recital.

MONDAY, OCTOBER 21
The Meridian Ensemble: Keith Atkinson, oboe; Amy Hamilton, flute; and Che Anne Loewen, piano. Walter Hall. 8 p.m. Tickets \$10, students and seniors \$5.

Thursday Noon Series.

THURSDAY, OCTOBER 24
Vox Populi, or Confessions of a Musicologist, lecture by Prof. Robert Falck, Faculty of Music. Walter Hall. 12:10 p.m.

THURSDAY, OCTOBER 31
Alternate Careers in Music, panel discussion. Walter Hall. 12:10 p.m.

Faculty Artists Series.

FRIDAY, OCTOBER 25
Amici: Joaquin Valdepeñas, clarinet; David Hetherington, cello; Patricia Parr, piano; with Jonathan Craig, viola. Walter Hall. 8 p.m. Tickets \$15, students and seniors \$10.

Wind Symphony, Concert Band & Brass Choir.

SATURDAY, OCTOBER 26
Stephen Chenette, conductor. MacMillan Theatre. 8 p.m. Tickets \$5.

Faculty Recital.

SUNDAY, OCTOBER 27
St. Lawrence String Quartet with guests Catherine Robbin, mezzo-soprano; and Patricia Parr, piano. Walter Hall. 2:30 p.m. Tickets \$10, students and seniors \$5.

Chamber Orchestra.

WEDNESDAY, OCTOBER 30
David Zafer, conductor. Walter Hall. 8 p.m. Tickets \$5.

Faculty Recital.

MONDAY, NOVEMBER 4
Jo-Anne Bentley, mezzo-soprano; and Che Anne Loewen, piano. Walter Hall. 8 p.m. Tickets \$10, students and seniors \$5.

TRINITY COLLEGE Choral Evensong.

WEDNESDAY, OCTOBER 23
Robert Bell, director. Trinity College

Chapel. 5:30 p.m.

ROYAL CONSERVATORY OF MUSIC

Chamber Concert Series.

THURSDAY, OCTOBER 31
With members of the Royal Conservatory Orchestra. Eugene Rittich, conductor. Concert Hall. 8 p.m. Subscription series \$40, students and seniors \$25; single tickets \$9, students and seniors \$6.

KNOX COLLEGE Pipe Organ Recital.

FRIDAY, NOVEMBER 1
David MacDonald, Halifax. Knox College Chapel. 8 p.m. Tickets \$10.

FILMS

Innis Fall Film Program.

THURSDAY, OCTOBER 24
Carl Brown. Cinecycle, 317 Spadina Ave. 7 p.m. Tickets \$3.

THURSDAY, OCTOBER 31
Richard Kerr in person with his films. Cinecycle, 317 Spadina Ave. Tickets \$3.

Der Flieger.

MONDAY, OCTOBER 28
Directed by Erwin Keutsch. 205 Claude T. Bissell Building, 140 St. George St. 7:30 p.m. Tickets \$4. *Germanic Languages & Literatures*



EXHIBITIONS

ERINDALE COLLEGE Alumni Exhibition #2.

TO OCTOBER 30
Works of art and art history alumni; in conjunction with Erindale's 25th anniversary. Art Gallery. Gallery hours: Monday to Friday, 11 a.m. to 7 p.m.; Saturday and Sunday, 12 noon to 5 p.m.

ROBERTS LIBRARY The Ukrainian-Canadian Centennial.

TO OCTOBER 30
Photographs, books, painting, ceramics and folk art including material from the National Archives of Canada; co-sponsored by the Ukrainian Committee in Canada. Main Display Area. Hours: Monday to Friday, 8:30 to midnight; Saturday, 9 a.m. to 10 p.m.; Sunday, 1 to 10 p.m. *Alumni & Community Relations*

JUSTINA M. BARNICKE GALLERY, HART HOUSE

TO NOVEMBER 7
Empty Your Cup.
Akira Yoshikawa, mixed media installation. East Gallery.

Ecological Ebb.

Debra Cherniawsky, environmental sculpture/drawing installation. West Gallery. Gallery hours: Monday and Friday, 11 a.m. to 6 p.m.; Tuesday, Wednesday and Thursday, 11 a.m. to 8 p.m.; Saturday and Sunday, 1 to 4 p.m.

SCHOOL OF ARCHITECTURE & LANDSCAPE ARCHITECTURE

The Work of Imre Makovecz.
TO NOVEMBER 14
In celebration of Hungary Reborn, the Hungarian festival of the arts. The Galleries, 230 College St. Hours: Monday to Friday, 9 a.m. to 5 p.m.

THOMAS FISHER RARE

BOOK LIBRARY

Eric Gill: His Life and Art.

TO DECEMBER 31
Woodcuts, wood engravings and etchings. 1st and 2nd floors. Hours: Monday to Friday, 9 a.m. to 5 p.m.

SCARBOROUGH COLLEGE Contemporary Art in Scarborough IV.

OCTOBER 28 TO NOVEMBER 15
Group exhibit; in conjunction with Scarborough Arts Council. The Gallery. Gallery hours: Monday to Friday, 11 a.m. to 4 p.m.

MISCELLANY

Campus Walking Tours.

TO NOVEMBER 29
Every Friday during October and November there will an hour-long tour of the downtown campus conducted by student guides. 21 King's College Circle. 1 p.m. Information: 978-4111. *Alumni & Community Relations*

Perspectives of Native Family Violence.

MONDAY, OCTOBER 21 TO FRIDAY, NOVEMBER 8
Second annual visiting lectureship on native health. Highlights:

TUESDAY, OCTOBER 22
Perspectives on Aboriginal Family Violence, Phil Fontaine, grand chief, Assembly of First Nations, Manitoba. 3154 Medical Sciences Building. 4 to 5:30 p.m.

TUESDAY, OCTOBER 29
Genesis of Family Violence, Prof. Sid Fiddler, Saskatchewan Federated College. 3154 Medical Sciences Building. 4 to 5:30 p.m.

TUESDAY, NOVEMBER 5
Revitalizing the Family, Maggie Hodgson, NECHI Institute. 3154 Medical Sciences Building. 4 to 5 p.m. For further information contact: Dr. C.P. Shah, 978-5660.

Alumni Book Sale.

Tuesday, October 22
Fiction, non-fiction reference and textbooks. Meeting Place, Scarborough College. 10 a.m. to 7:30 p.m. Scarborough College Alumni Association and Friends of Scarborough College

Life and Works: Biography and Literary Criticism.

TUESDAY, OCTOBER 22
Open forum. Panel: Kathy Acheson, graduate student, Department of English; Prof. Elspeth Cameron, Department of English; Philip Marchand, *The Toronto Star*; Prof. Shirley Neuman, University of Alberta. Moderator: John Ball, graduate student, Department of English. Combination Room, Trinity College. 4 p.m.

Blood Donor Clinic.

WEDNESDAY, OCTOBER 30
Meeting Place, Scarborough College. All day. *Scarborough*

Erindale's Art in the Square.

SATURDAYS, OCTOBER 26 TO DECEMBER 14
For creative kids aged seven to 14. Eight classes in all, designed to informally introduce a different approach to art making each week. Square One Shopping Centre. 10 a.m. to 12 noon. Fee: \$70. Information: 828-3789.

DEADLINES

Please note that information for Events listings must be received in writing at the Bulletin offices, 21 King's College Circle, 2nd floor, by the following times:

Issue of November 4, for events taking place Nov. 4 to 18: Monday, Oct. 21.

Issue of November 18, for events taking place Nov. 18 to Dec. 2: Monday, Nov. 4.

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12:00 noon - 2:00 pm

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Candidates:

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June Rowlands

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Tues. October 29
10 am to 6 pm

Wed. October 30
10 am to 3 pm



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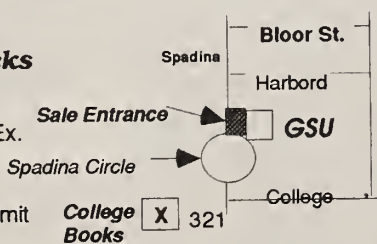
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1991
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Reception 6:30 P.M. Main Lounge
Buffet 7:30 - 9:30 P.M. Main Dining Room

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Sabbatical rental. Detached house with three bedrooms and fruit trees in backyard. Two-car driveway with garage. Living-room with new hardwood floors and new furniture. Two bathrooms and four appliances. TTC to U of T. \$980/month. 678-2704, evenings.

Bloor West Village. Bright, clean, 2-bedroom & 1-bedroom apartments, November 1, in private, renovated house. Major appliances and heating included. Laundry facilities and parking on premises available. Near Runnymede subway. 483-3984, 533-1440.

Annex. Wells & Brunswick. Beautifully furnished, spacious, open-concept, 1-bedroom apartment on ground floor of renovated house. Fireplace, hardwood floors, dining and living areas, study, garden, 6 appliances. Architecturally stunning. Suit couple or single. Available January 1 — August 1, possibility of year renewal. \$1,300 + phone, hydro. Patrick, 922-2103.

Large, newly decorated, upper 2 floors, 4 appliances, quiet street close to TTC. Prefer non-smoking couple or small family. \$1,180/month. Available November. 536-8658.

Avenue Road/Dupont. One-bedroom lower duplex, quiet residential street near TTC, laundry facilities, parking, garden. \$950/month. Long-term tenant preferred. Available December 1. Call 967-9403.

Downtown, large furnished condo. November or December to end of March or April. 2 bedrooms/baths. Lovely view. Underground parking space. 24-hour security, pool, gym. Near St. Lawrence Market, O'Keefe, etc. 369-9422.

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Bloor/Euclid. Beautiful, furnished, large, 2-bedroom + study, on two levels, living-room, deck, central air. Separate entrance. Available November 1. Short or long lease. \$1,200 inclusive. Please call 534-6014.

Country living in the city. Available mid-December or January 1, 1- or 1½-year sublet. Detached house, Bloor/Christie. Fully furnished plus two cats, two bedrooms plus office, two bathrooms, yard,

deck, fireplace, washer/dryer, fans, pine reno. \$1,100/month + utilities. 535-4689.

Annex. Lower duplex, two bedrooms, two bathrooms, fireplace, five appliances, furnished or unfurnished, walk-out garden, parking. Near subway. Available December. \$1,250/month. 920-6823.

Pleasing 7-room house. 3 bedrooms, garden room. Walk to the University from west Annex. Available on or before December 1 until September 1992. Call evenings, 532-5655.

Modern, bright, basement apartment, Lawrence/Yonge. Living/dining, large bedroom, small den, partially furnished. Separate entrance. Close to subway. \$825. Available immediately. 481-7154.

Upper Beaches, partially furnished home to rent: 3 bedrooms, fireplace, lots of bookshelves, close to College streetcar and Danforth subway. \$1,200 per month plus utilities. Available December 1. References required. Call Patricia at 463-2861.

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For private sale: Harbord/Crawford, detached, all-brick, gracious family home, with nanny flat. Period features include marble fireplace, 5 bedrooms, renovated kitchens & baths. Open house, Saturday & Sunday, October 26, 27, 2-4 p.m. \$415,000. 588-4240.

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**SUNDAY
OCTOBER 27
1991**

Activities: Making cider (bring a container to take some home) • Kite flying • Hiking in fall leaves • Sauna • Other sports

Meals: Lunch upon arrival • Dinner in late afternoon

Transportation: Buses leave Hart House at 10:30 a.m. Expected departure from the Farm at 7 p.m.

Cost (per person): \$15.00 with bus; \$12.00 without

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Department of Political Science

presents

A Series of John M. Olin Lectures

by
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Vice-President, Bradley Foundation

Poet Kings: A Biblical Perspective on Heroes

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The Roots of Islamic Fundamentalism

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8 - 10 November 1991

Victoria College, University of Toronto campus

- 8 Nov: 9:00 a.m. Uses of the Past: Uses of the Record
2:30 p.m. Archival Workshop - Photography
2:30 p.m. Labour History and Ethnicity
7:00 p.m. Evening Public Reading at the M.H.S.O.
- 9 Nov: 9:00 a.m. Defining Ethnicity
9:00 a.m. Archivists' Forum
2:00 p.m. Archival Workshop - Technology
2:00 p.m. Gender & Ethnicity: Women and Oral History
- 10 Nov: 9:00 a.m. First Nations' Voices: Record Sources
2:00 p.m. Archival Workshop - Public Service
2:00 p.m. Ethnic Media: Newsprint vs Broadcast

Registration: November 7 at the M.H.S.O. 6:30 - 9:00 p.m.
University affiliation: Full pack \$75. w/o meals \$40. Daily \$20.
Contact: Ms. Renée Rogers (416) 979-2973 office / 979-7947 Fax

GRADUATE STUDENTS

NOTICE OF BY-ELECTIONS FOR COUNCIL OF THE SCHOOL OF GRADUATE STUDIES

Ballots will be distributed to all eligible graduate student constituents during the week of October 21, 1991, for election to the School of Graduate Studies Council. Student elections will be held in Division II only. One student has been acclaimed in Division IV leaving one vacant student seat. No nominations were received in Division III leaving one vacant faculty seat.

Ballots should be returned to the School of Graduate Studies **no later than Friday, November 8, 1991, at 12 noon.** Enquiries may be directed to the Office of the Secretary to Council, Room 102, 65 St. George Street: Tel. 978-2385.

RESEARCH NOTICES

For further information and application forms for the following agencies, please contact ORS at 978-2163.

HUMANITIES & SOCIAL SCIENCES
CANADA-GERMANY RESEARCH AWARD
Nominations must include a description of a candidate's proposed program of research and other activities, a full curriculum vitae and letters of support from the head of the host department or institute and two distinguished specialists in the area of the proposed research. Complete nomination packages should be forwarded to ORS by November 1.

CENTRE FOR STUDIES IN DEFENCE MANAGEMENT
CSMRD has established a solicited research program to help fund Canadian researchers doing work in the field of defence economics. This year's proposals should be related to one of the following areas: the industrial organization, economics of innovation and international trade aspects of the defence industrial base; arms procurement (value for the dollar spent and industrial impact including role in innovation); regional economic development (the role of defence expenditures, production and related subsidies); and problems of industrial relations, labour economics and human resources management as they relate to defence. Awards will be made up to a maximum of \$50,000 for the total project. Deadline is December 15.

MEDICINE & LIFE SCIENCES
HANNAH INSTITUTE FOR THE HISTORY OF MEDICINE
Funds are available for support of Canadian research on significant issues related to the history of medicine. The institute defines Canadian to mean a) that the investigator is a Canadian citizen or landed immigrant living in Canada (in which case the subject may be in any area of the history of medicine) or b) that the subject matter is Canadian (in which case the investigator may be of any nationality or live in any location consistent with the successful pursuit of the project). The history of medicine in this case includes all of the related human health sciences.

A university appointment is not a prerequisite for a grant-in-aid application. Interested investigators should be aware that U of T regulations do not permit non-academic appointees to hold research grant accounts in their names. For applications administered by the University, the usual application procedures and signature requirements apply. Fellowships are available to individuals who have completed a PhD in the history of medicine or hold an MD and who are undertaking full-time post-doctoral study in the history of medicine. Scholarships are available to students who are registered in a full-time program in the history of medicine leading to an MA, PhD or equivalent. Applicants must be Canadian citizens or landed immigrants. Deadline is November 1.

HOWARD HUGHES MEDICAL INSTITUTE
The institute has established a number of programs that support training in fundamental biological and biomedical research. Awards focus on research directed to understanding basic biological processes and disease mechanisms. The 1992 pre-doctoral fellowships in biological sciences are open to students who have completed less than 1 year of graduate study and who hold or are pursuing medical or dental degrees. There are no citizenship requirements but non-US citizens must study in the US. Deadline is November 8.

MEDICAL RESEARCH COUNCIL
MRC has identified AIDS research as an area of priority. In addition, requests will be considered for supplements to ongoing projects. Decisions will be made within a four month period. Applications will be assessed as quickly as possible and a site visit may be arranged. Applications should be submitted

on the forms used for the regular MRC programs.

Change of address: as of Tuesday, Oct. 15, the address is: Medical Research Council, Holland Cross, Tower B, 5th Floor, 1600 Scott Street, Ottawa, Ontario, K1A 0W9. Phone numbers remain the same.

Correction to the 1991-92 Grants & Awards Guide: there will be only one final competition for the east European exchange program. Pages 73 and 90 must be corrected. Deadline is November 1.

NATIONAL CANCER INSTITUTE OF CANADA
Investigators whose NCIC application checklist identifies the use of human subjects or biohazards are advised that agency requirements for statements of certification should be requested at the time of application submission to ORS. The specific rationale statement on the use of vertebrate animals is attached to this application. This statement must be first completed and signed by the principal investigator and then submitted with the application to ORS for signature on behalf of the University. Additional copies of this statement are available from the research office of the Faculty of Medicine or from ORS.

Investigators are reminded that copies of the University's animal protocols should not be forwarded to NCIC. These protocols are internal documents only and do not properly address the information sought by NCIC.

NATIONAL INSTITUTE OF CHIROPRACTIC RESEARCH (US)
The institute offers funding up to \$5,000 US for basic, clinical and historical research relating to the principles and practice of chiropractic. Deadlines are November 1 and May 1.

ONTARIO MENTAL HEALTH FOUNDATION
Investigators are reminded that where required, animal use clearance forms and human subjects clearance forms, consent forms and any other material to be given to potential subjects must be submitted to the foundation no later than 60 days following the application deadline. Copies of the University's animal use protocols should not be forwarded to OMHF. These protocols are internal documents only and do not properly address the information sought by the foundation.

PHYSICAL SCIENCES & ENGINEERING INSTITUTE FOR CHEMICAL SCIENCE & TECHNOLOGY
The institute was established to contribute to the growth of the Canadian chemical, petrochemical and petroleum process industries through support of pre-competitive research. Projects are funded at a level of \$30,000 to \$100,000 per year for a period of one to three years and may include provision for equipment and chemicals. ICST has identified the following broad research areas: emulsions and dispersions; industrial catalysis; industrial waste management and environmental quality; polymer properties and structure; separation science and technology; and an open category addressing research which falls outside the main research areas. Deadline is December 1.

NATIONAL RESEARCH COUNCIL OF CANADA
NRC offers research associateships tenable only in its laboratories. These associateships are intended to give promising scientists and engineers an opportunity to work on challenging research problems in fields of interest to NRC as a stage in the development of their research careers. The initial appointment is for a two-year term and may be renewed. As a guide, the current annual PhD recruiting rate is \$38,219 Canadian.

UPCOMING DEADLINES
Alzheimer Association of Ontario/Ontario Mental Health Foundation — research grants: October 25.
Alzheimer Society of Canada — training awards, career support, research grants: November 15.
American Health Assistance Foundation — research grants: November 30.
American Lung Association — research grants: November 1.
APGO Medical Education Foundation — educational program: November 15.
Arthritis Society — clinical fellowships: November 15.
Association for Canadian Studies — Canadian studies writing award: November 15.
Association of Universities & Colleges — Japan Foundation Tanaka program: October 25.

Baxter Health Care — renal division research grants (full application): November 15.
Canadian Foundation for Ileitis & Colitis — clinical research fellowships: October 31.
Canadian Liver Foundation — establishment grants, fellowships: November 1.
Canadian Lung Association/Canadian Thoracic Society — research grants (physiotherapy), fellowships (physiotherapy): November 1.

Canadian Studies Directorate (Secretary of State) — print learning materials development program, film and audio-visual learning materials development program, computer-based and computer-assisted learning materials development program, open and distance learning materials development program: November 1; matching of private sector support for Canadian studies: any time.

Energy, Mines & Resources/NSERC — research grants: November 1.
Hannah Institute — fellowships, grants-in-aid, scholarships: November 1.

Heart & Stroke Foundation — research traineeships, research fellowships, medical scientist traineeships, teaching fellowships, junior personnel awards, Trillium/HISFO fellowships: November 15.

Hereditary Disease Foundation — research grants: November 1.
Howard Hughes Medical Institute — pre-doctoral fellowships: November 8.

Imperial Oil Limited — research grants: December 1.
Joint SSHRC/Department of Indian & Northern Affairs — funding initiative (aboriginal affairs strategic research program): November 1.

Kidney Foundation of Canada — nephrology scholarships, national research fellowships (new): November 1.

Lady Davis Fellowship Trust — personnel awards: November 30.

MRC — east European exchange, maintenance (renewal), equipment, operating (renewal), MRC scientist, Centennial fellowships (extension), clinician-scientist program, development grants (phases 1 and 2), jointly sponsored training and salary-supported awards: November 1.

Merck/SER Clinical Epidemiology — fellowships (stage 1): November 30.
Ministry of Natural Resources — renewable resources research grant program: November 15.

Muscular Dystrophy Association of Canada — research grants: November 15.

Muscular Dystrophy Association (US) — post-doctoral awards, research grants, research grants (clinical): November 30.
NARSAD — young investigators: November 1.

National Cancer Institute of Canada — program project grants: November 1; equipment grants, research grants, Terry Fox new investigator (equipment): November 15.

National Institute for Chiropractic Research — research grants: November 1.
National Institute of Nutrition — personnel awards: November 1.

NSERC — conference, equipment, infrastructure and operating grants: November 1.

Ontario Lupus Association — fellowships: November 15.

Ontario Mental Health Foundation — J. Dewan prize and P. Christie prize (nominations): November 29; conference grants, publication program, all personnel awards: November 30.

Ontario Ministry of Health — health care systems research: November 1; career scientists (open): November 15.
Osteoporosis Society of Canada — research grants (new): November 1.

Physiotherapy Foundation of Canada — research grants: November 1.

PMAC Health Research Foundation — pharmacy graduate scholarships, PMAC/MRC career awards: November 1.

Sandoz Foundation for Gerontological Research — research grants: November 1.

SSIIRC — standard and strategic research grants; aid to occasional scholarly conferences, travel for international representation: November 1; doctoral fellowship (individual applications): November 15; NSERC/SSIIRC master's scholarship in science policy: December 1.

U of T, Humanities & Social Sciences Committee — grants-in-aid: November 1; Life Sciences Committee — Dales award for medical research: November 30.

COMMITTEES

The Bulletin regularly publishes the terms of reference and membership of committees. The deadline for submissions is Monday, two weeks prior to publication.

SEARCH

CHAIR, METALLURGY & MATERIALS SCIENCE
A search committee has been established to recommend a chair for the Department of Metallurgy & Materials Science effective June 30. Members are: Dean Gary W. Heinke, Faculty of Applied Science & Engineering (chair); Professor Jane Phillips, associate dean, Division III, School of Graduate Studies; Michael E. Charles, vice-dean, Faculty of Applied Science & Engineering; Jim Toguri, Bangalore Ramaswami and S.A. Argyropoulos, Department of Metallurgy & Materials Science; and R.M. Pilliar, Faculty of Dentistry.

The committee would welcome any communications or recommendations concerning this appointment. These should be forwarded to Dean Gary W. Heinke at the Faculty of Applied Science & Engineering.

DIRECTOR, CENTRE OF CRIMINOLOGY
A search committee has been established to recommend a director for the Centre of Criminology. Members are: Professor John N.I. Britton, associate dean, Division II, School of Graduate Studies (chair); Professor Donald Moggridge, associate dean, social sciences, Faculty of Arts & Science; Lorna Marsden, Department of Sociology; J.L. Freedman, Department of Psychology; R.E. Stren, Centre for Urban & Community Studies; Peter Russell, Department of Political Science and Centre of Criminology; and A.N. Doob, Centre of Criminology.

The committee will be pleased to receive comments and suggestions as soon as possible. These should be directed to Professor N.H. Britton at the School of Graduate Studies, 63 St. George St.

PHD ORALS

Graduate faculty please call the PhD oral examination office at 978-5258 for information regarding time and location for these listings.

FRIDAY, OCTOBER 25

Robert Jedicke, Department of Physics, "Flavour Dependence of Hadroproduced Charm-Strange Mesons." Prof. G.J. Luste.

TUESDAY, OCTOBER 29

Benito Munoz, Department of Chemistry, "Probing the Specificity of Subtilisin Carlsberg and α -Chymotrypsin." Prof. J.B. Jones.

Jan Matthias Peter, Department of Geology, "Comparative Geochemical Studies of the Upper Triassic Windy Craggy and Modern Guaymas Basin Deposits: A Contribution to the Understanding of Massive Sulphide Formation in Volcano-Sedimentary Environments." Prof. S.D. Scott.

THURSDAY, OCTOBER 31

Patricio Fredy Ortiz, Department of Astronomy, "A CCD BVRI Photometric Study of Star Clusters in the Large Magellanic Cloud." Prof. B. Madore.

Yilian Zhu, Department of Statistics, "Generalized Information Measures and Asymptotic Efficiency." Prof. N.M. Reid.

FRIDAY, NOVEMBER 1

Sara Lois Collins, Department of Anthropology, "Diet and Nutrition in Hawaiian Prehistory: A Study of the Nutritional Status Represented by the Keopu Burials." Profs. F.D. Burton and M.R. Kleindienst.

Yeang Lam Ruth Wong, Department of Education, "Strategies for the Construction of Meaning: Chinese Students in Singapore Writing in English and Chinese." Prof. J. Cummins.

TUESDAY, NOVEMBER 5

Walid Hamarneh, Centre for Comparative Literature, "Problems of Aesthetic Transfer: The Modern Novel between Centre and Periphery." Prof. W. Godziech.

Douglas Ferguson Sheppard, Department of History, "The Cave of Adullam: The Case against Democracy in Mid-19th-Century England." Prof. R.J. Helmstadter.

WEDNESDAY, NOVEMBER 6

Joanne McLaurin, Department of Clinical Biochemistry, "Localization of Basic Protein Component 8 in Myelin." Prof. M.A. Mosearello.

Joan Peskin, Department of Education, "Ruse and Representations: On Children's Ability to Conceal Information." Prof. D.R. Olson.

STRIKING A BALANCE

*The primary function of research should be to enhance the teaching experience:
an excerpt from the Stuart Smith commission report*

BY STUART SMITH

WHAT DO CANADIANS THINK a university really is? Despite the views of a few persons from whom the Commission has heard, universities are not seen as communities of scholars who go about their research and who are called upon from time to time to share their knowledge with undergraduates in a formalized setting. Universities are believed to be institutions of teaching and learning wherein research is performed and wherein the teaching is done by persons who are engaged in continuing scholarly activities. This arrangement persists because it is felt to be desirable that teachers and students both be in a learning mode with an enthusiastic desire to expand their understanding. There must be no mistake about this, however. If university professors are being paid to improve their own knowledge and to engage in scholarly activities, it is primarily so that the teaching they offer to successive generations of students will be enriched, and only secondarily because society perceives a need for the research findings themselves.

In saying this, the Commission will be accused by some of setting research against teaching or placing a low value on research. Nothing could be farther from the truth. Canada requires more research and development activities, mainly in industry but also at its universities. The problem is that, when dozens of witnesses spoke of research "opportunities" and teaching "loads", they were unconsciously telling us that research and teaching have already been set apart from one another. The question is one of balance.

The Commission is deeply concerned that a trend from the United States has been imported into Canada, namely a situation where the quantity of research publications is more important to the careers of university professors than is the excellence of their teaching. This has been the subject of hot debate in the United States for the last two decades and has led some state legislatures to introduce draconian measures by way of attempted remedy. Our concern is that the Canadian situation seems headed in the same direction. If so, then steps must be taken to correct that tendency. If government officials, employers or the public at large come to believe, as they apparently already suspect, that the teaching and learning mandate of the universities is taking second place to other activities on the part of faculty, they will not respond favourably to the financial needs of these institutions. Public confidence is an important asset and must be nurtured at all times....

MUCH PUBLICITY HAS BEEN GIVEN TO RECENT PRONOUNCEMENTS by the president of Stanford University that efforts will be made to strike an appropriate equilibrium between research publications and teaching excellence in the operation of tenure and promotion committees. "There is a suspicion that we have lost focus in designing and delivering a well-planned, challenging and inspiring education for our undergraduates," he has said. "It is time for us to reaffirm that education — that is, teaching in all its forms — is the primary task." He has recommended that the number of articles submitted for consideration by candidates for promotion be limited, that the quality of the articles be taken into consideration, and that the teaching record be more seriously considered. Commentators have expressed a "wait and see" attitude regarding these developments, noting that the views of university presidents do not always determine the practices at their institutions....

Years have been spent analyzing the forces at play with respect to this issue in the United States and the forces are similar in Canada. With the explosion of knowledge and its division into narrow specialties, professors turn to their fellow specialists at other institutions in order to receive stimulation, encouragement and criticism pertinent to their research.... The reputation and mobility of the professor is far more dependent upon his/her articles and the like than upon the professor's local



ing field is not level....

TWO ISSUES EMERGE REPEATEDLY when it comes to the evaluation of teaching. First, it must be clearly understood that teaching consists of more than lecturing. The ability to hold the interest of an audience during a lecture is very valuable but it is neither necessary nor sufficient as an indicator of good teaching. What counts is learning; good teaching is whatever the teacher does that enhances learning on the part of the student. Much of this has to do with inspiration and motivation. Needless to say, not all subject matter is equally likely to inspire students, and not all students are equally easy to motivate. The ability to motivate students is the largest part of good teaching. Being genuinely available to students after class can be as important as being able to give or-

ganized lectures. Knowing how to facilitate discussion, create small group, self-directed learning, or how to incorporate students' experiences into the learning materials are all crucially important. As one witness put it, the best teaching is based on a love for learning and for one's students; these qualities come across even while technical abilities are still being developed. Furthermore, the motivation students bring with them is dependent in part on the comfort and acceptance they feel at the institution, the way they are treated by the bureaucracy, and the activities, residences, counselling, and services available to them....

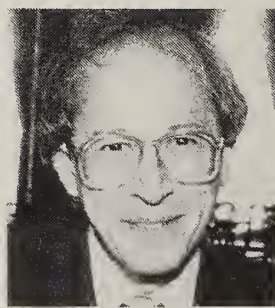
Class size is a variable that was mentioned by many witnesses. At some universities, it is assumed that small class sizes are essential to good student learning. At others, it is thought to be reasonable to offer lectures to large numbers and then to try to have small group seminars, usually led by teaching assistants. By comparison with what one hears regarding some European universities, Canadian class sizes are not high. They are often at the point, however, where they afford no real opportunity for interaction between students and professor....

Despite [peer support] programs and the existence of instructional development offices, the Commission was told in forceful terms that today's problems will perpetuate themselves since there is no requirement that the teachers of tomorrow learn anything about teaching. The PhD degree is a degree in research. By hiring the holders of such degrees, universities assure themselves that the professors of the future will have had at least some opportunity to demonstrate the mastery of research technique, including the organized reporting of results in an acceptable manner. There is nothing to guarantee that the PhD recipient has demonstrated skill in teaching....

Organizations representing teaching assistants complained bitterly to the Commission that they were "thrown into" the classroom without the slightest preparation for the task. They saw this as unfair to both themselves and to the students.... A recent study of teaching assistants in Canadian universities found that more than \$93 million was spent on TA salaries, but less than \$25,000 was earmarked for TA training (although other funds were presumably spent for this purpose). Most of the universities surveyed did not evaluate the work of the TAs. Generally, the opinion in the university community seems to be that research technique takes years to learn but teaching simply come naturally....

Canada has a good system of university education. It would be a great pity if we were to continue to follow the American example with respect to the undervaluation of teaching. It is clear to the Commission that at least half the members of faculty at Canadian universities do not wish to do so.

Stuart Smith, former chair of the Science Council of Canada, was chair of the Commission of Inquiry on Canadian University Education



THE ABILITY TO MOTIVATE
STUDENTS IS THE LARGEST
PART OF GOOD TEACHING.

STUART SMITH

In general it seems fair to say that, while a truly terrible teacher with average research ability, will not be promoted, the same terrible teacher, with excellent research publications to his or her credit, will be. On the other side, the best teacher in the world, given a poor or non-existent research record has little or no chance of promotion at most of the research-intensive universities. And while a great teacher, with only an adequate research record, will probably never make full professor in most such institutions, a great researcher will, even with the most modest of teaching credentials. The play-